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THE SLOW LEARNER--A CHALLENGE AND RESPONSIBILITY

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THE SLOW LEARNER--A CHALLENGE AND RESPONSIBILITY

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And the Editor

Dr. Merle B. Karnes, Director of Special Services, Champaign Public Schools, Champaign, Illinois, served as guest editor for this issue of the Illinois Teacher of Home Economics.



Authors and guest editor confer about a teaching problem. Left to right are Dr. Karnes, Miss Frederick and Miss Ostrom.

CHAMPAIGN'S EXPERIMENTAL PROGRAM FOR SLOW LEARNERS

A Foreword by the Guest Editor

The slow learner is, or is fast becoming, our number one school problem. His rate of learning is not fast enough for him to keep up with his brighter peers and not slow enough to make him eligible for placement in a class for the mentally handicapped. He is unable to cope with the standards imposed on him by the conventional curriculum. Thus, his school history is characterized by a preponderance of failure experiences which have impaired his attitude toward learning and toward school in general. He longs for the day when he will turn 16 and be able to drop out of school. Little does he realize that he is sadly lacking in those prevocational knowledges, skills, attitudes and habits that will enable him to obtain and maintain a job. It is almost as if he is "jumping from the frying pan into the fire: when he runs away from failure by dropping out of school and again encounters failure in the form of unemployment.

It is little wonder that the slow learner makes up the great majority of the school drop outs, juvenile delinquents, and unemployed. His experiences in his home, neighborhood, and in the school have all played a prominent part in his being school drop out, delinquency, and unemployment prone.

At one time if a youth dropped out of school prior to graduation, job opportunities were available to him. Today, the chances of employment without a high school education are diminishing. This situation is likely to become more acute with technological changes.

In the fall of 1962, Champaign initiated a research project on slow learners with supporting funds from the Federal Office of Vocational Rehabilitation. The purpose of the research is to test the effectiveness of a special prevocational curriculum and prevocational services designed to reduce school drop outs, delinquency and unemployment among slow learners from low socio-economic levels as contrasted with the effectiveness of a conventional academic program. The research design includes matched pairs of some 100 subjects ranging in chronological age from 13 to 19.

The major variables being tested in this study are the prevocational curriculum and prevocational services. The prevocational curriculum is vocationally oriented providing the youths in the experimental group with meaningful practical experiences designed to foster the acquisition of those learnings and skills necessary for a good vocational adjustment. Resource units that are vocationally oriented are being developed by the project staff to guide the instructional program. The prevocational services provided by the prevocational coordinator, placement counselors, social workers, and Counselor of the Division of Vocational Rehabilitation include intensive personal and vocational counseling and closely supervised progressive work experiences in the school, part time in the community in the work-study program, and ultimately full time in the community.

A 'Tailor made' program based on a complete psycho-social, educational-medical evaluation is formulated for each youth at a staff meeting held with all members of the project staff.

The experimental subjects have been provided with occupational arts laboratories which include a family living area approximating a home and an industrial arts laboratory designed to give these youth experiences in working together mass-producing projects in wood, metal, clay, and leather.

Remedial instruction is provided these youths in those areas where they are working below their potential.

All teachers working in the project have degrees in some area of vocational education and in addition have work in the specialized area of the mentally retarded.

Individual and group social casework with youths and with their parents is being provided to help them work through problems which if they persist can interfere with the vocational adjustment of slow learners.

While it is too early to make any conclusive statements regarding the worth of this experimental project, there are some tentative observations which appear to be encouraging: (1) experimental subjects seem to be more interested in school as manifested by improved school attendance and reduction of school drop outs; (2) the general behavior of the youths has improved; (3) there has been a reduction in the involvement of these youths with law enforcing officers; (4) youths on jobs seem to be making an adequate vocational adjustment; and (5) parents have voiced satisfaction with the experimental educational program.

This research effort hopefully will reveal new knowledge which will guide school systems in improving their educational offerings to slow learners. We cannot afford to lose these valuable human resources as we have in the past.

--Merle B. Karnes
Director of Special Services
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THE SLOW LEARNER--A CHALLENGE AND RESPONSIBILITY

Marilyn Frederick and Carol Ostrom

The Slow Learner is a Critical Problem Today

The slow learner is being neglected by our schools. Programs for the more extremely retarded and the gifted child are in progress in every state. However, the child with just below average intelligence--the slow learner--is not receiving this attention.

The slow learner as a potential school drop out, delinquent, and unemployed needs attention. His slow rate of learning results in failure in the academic curriculum forced upon him. Failure may lead to unacceptable behavior. Sooner or later failure literally "shoves" the slow learner out of school without needed skills, knowledge, and attitudes and unprepared for employment.

Even classes that are supposedly designed for the slow learner are often merely "watered down" academic subjects. "Diluted" college preparatory classes are not meaningful or useful to the slow learner.

The slow learner is truly a challenge and responsibility deserving the attention of home economics education.

Home Economics Can Contribute to the Education of the Slow Learner

The slow learner makes up a high proportion of many home economics classes, especially senior high school classes.¹ Teaching the slow learner thus becomes a responsibility for many home economics teachers.

Home economics as a part of the educational system in general has a moral responsibility for the slow learner. "The Central Purpose of American Education" points out this responsibility by stating that a basic American value is respect for the individual. Therefore a responsibility of the school is to enable each student to become the best person he is capable of becoming.²

Nygren urges that, "Home economics must be among the first to anticipate and recognize change, to weigh the capacities of individuals, to meet new demands and to set new directions."³

Of course, personnel in the field of home economics should not feel alone in this responsibility. As Mrs. Mary Sturm, Director of the Bureau of Home Economics for Chicago Public Schools, said at the 1962 Conference of the Illinois Home Economics Association,⁴ "All education must go ahead fast and furiously to meet the needs of those of less ability. All teachers of all subjects must take all students."⁵

Conant in Slums and Suburbs points out the conflict between general and vocational education as to responsibility for the slow learner and ventures that both are responsible.⁶

Home economics is not alone in its responsibility, but it does have a unique responsibility to teach the slow learner because of its subject matter. The subject matter of home economics coincides with many of the greatest needs of the slow learner. The home economics teacher is well equipped to prepare a student for living in the home, making and holding friends, boy-girl relationships, living in the community, developing healthful practices, and getting and keeping a job.

Teaching the Slow Learner is a Privilege

The attitudes, understandings, abilities, and skills that a slow learner gains in school will probably determine whether or not he will become a contributing member of society. The teaching of the slow learner plays a vital role in helping this segment of our school population to develop their potential to the fullest. Thus, it is a privilege to be entrusted with part of this teaching process, and a satisfying experience to realize the positive effects of teaching the slow learner.

Knowledge and Skills Make Teaching the Slow Learner a Satisfaction

One might point out that although some home economics teachers feel it is a responsibility and privilege to teach the slow learner, there are those teachers who dislike and resist teaching these youths. In one study on grouping it was found that generally teachers favored grouping slow learners but did not want to teach him.⁷

The practice of the Spartans who left their "slow learners" exposed to the elements to die is no longer followed, but all the same teaching the mentally slow is avoided by many teachers. This attitude is understandable. It raises questions and doubts in the minds of some home economics education undergraduates--"Do I want to teach home economics? Will my classes be made up primarily of dull pupils?" This attitude probably arises from a feeling of insecurity and lack of ability in teaching the slow learner. Sellers and Liggett in a study of teachers working with the mentally retarded in special and regular home economics classes, found that the teachers felt ill-prepared for their work.⁸ Just as the slow learner himself becomes frustrated with school because of lack of success in learning, the teacher may become frustrated with teaching him because of lack of knowledge and teaching skills.

Elective courses in special education and self-directed reading in this area can contribute to a broader understanding of the slow learning pupil and enable a teacher to approach the responsibility of teaching the slow learner with more confidence and success. Thus a feeling of satisfaction in teaching the slow learner can be experienced.

THE SLOW LEARNER--WHO IS HE?

His Identify is Unclear

The slow learner has not only been neglected; he has also been misunderstood. Part of the confusion arises from the fact that the term "slow learner" in every-day usage has many connotations. Goldstein in one high school class of thirty "slow learners," found that eleven students were of low intelligence; five were emotionally disturbed; nine came from culturally impoverished homes and had attended school irregularly; and five had records of delinquency. Heterogeneity was also apparent in their academic level among his subjects there was a seven-year range in achievement in reading and arithmetic and marked differences in achievement in social studies.⁹ Thus, a class of slow learners often becomes a class of youngsters with behavior problems, remedial problems, and just about anyone else who is not performing adequately academically or socially and emotionally.

He Can Be Defined in Terms of Intelligence Quotient

The best single instrument for identifying the slow learner is the individual intelligence test administered by a psychologist from which Intelligence Quotients are obtained. First, what is an Intelligence Quotient or IQ? In order to make definition by Intelligence Quotient meaningful one needs to use the Intelligence Quotient figure as a guide for determining mental age. Generally, an Intelligence Quotient between the range of 75 to 90 places a child in the classification of the slow learner. The Intelligence Quotient is really a ratio between the child's chronological age and his mental age.

For example, a student who has a chronological age (CA) of 14 and an IQ of 75 would have a mental age (MA) of 10.5 (or .75 times 14). This means that academically he will function at the level of a student who is 10.5 years old. A student who is 14 chronologically and has an IQ of 85 would have a mental age of 11.9 (or .85 times 14). Thus, he is capable of engaging in learning tasks at the level of difficulty of an average child in the sixth grade.

When the concept of Intelligence Quotient is understood, it is possible to describe the slow learner in terms of Intelligence Quotient and thus clear up some confusion. "The answer in resolving this confusion seems to lie in restricting the use of the term 'slow learner' to children with limited learning potential in terms of school ability or IQ test scores and further fixing the range of IQ from 75 to 90."¹⁰ Even though this is a purely pragmatic definition it is based on the fact that more children with IQ's of 90 and above succeed fairly well in the regular classroom while those with IQ's below 75 rarely achieve much success in the ordinary curriculum.¹¹

For the purpose of this article and in most literature the following definitions in terms of IQ's obtained from the Stanford-Binet Intelligence Test are used:

Average student:	IQ--90-110
Slow learner:	IQ--75-90
Educable Mentally Handicapped (EMH):	IQ--50-75
Trainable:	IQ--25-50
Institutional:	IQ-- 1-25

The slow learner falls between the educable mentally handicapped on the lower end of the intelligence continuum and the average student on the upper end. In many articles the term "slow learner" is used to refer to what we call Educable Mentally Handicapped or EMH. Therefore, in reading articles one should note definitions of terms.

Since there is no fixed standard or level of ability below which a pupil must be called a slow learner, it is usually more helpful not to look at the upper and lower levels of the group, but at the average. Thus, the slow learner group may be thought of as having a "central tendency" or average of 80 to 85 IQ. The important point is not the IQ, but there the term "slow learner" should be interpreted consistently to mean slow in learning intellectual things.

He is an Exceptional Child

The slow learner makes up the largest group of exceptional children. The exceptional child is any child who differs from the average. This includes the gifted, retarded, blind, deaf, physical handicapped, emotionally handicapped, or any combination of the above. Ferguson states that the slow learner comprises about 15 to 20 percent of the school population.¹² Due to the heterogeneity of this group it is uncertain at this time how many of these students are actually slow in intellectual development and how many included in this percentage suffer from behavior or other problems unrelated to intelligence.

He Has Certain Physical Characteristics

Physically, the slow learner tends to be a little less well developed than are the average or superior students of the same age. However, because some slow learners will be a year or two overage for the grade, they may be a year or two older than the average students and three or four years older than superior students of the same grade level. Therefore, height and weight of students in the slowlearning group may be greater than the height and weight of average or superior groups of the same grade level.¹³ Featherstone has found that slow learners tend to have more defects of hearing and speech, malnutrition, defective tonsils, adenoids, and defects of vision than average children. In general, the slow learner has a lowered state of body vitality partly due to innate factors and partly due to various post-natal and environmental conditions which tend to obstruct the child's growth and undermine his energy.¹⁴

He Learns Like Others, Only More Slowly

Academically, the slow learner learns fundamentally in the same way that other students learn. Barbe, in his article "The Slow Learner, A Plea to Understanding,"¹⁵ states that the slow learner is not necessarily average in all areas of mental functioning; in some areas he may be in the retarded range. Usually, his academic ability is made up of peaks and valleys; he may be better in some subjects than others, as is true of many other students.

Generally, the slow learner's potential learning rate is below that of the average child. It is true that he can learn, but at a slower rate, often with less depth of understanding and poorer retention. Usually he is one and one-half to two years or more retarded in reading while working nearer to normal in arithmetic. The learning rate for slow learning pupils may vary because of emotional and environmental factors. His learning rate is often so slow that by the time he reaches the upper elementary grades, his educational status, as shown by standard test, tends to be a year or more below the grade standard.¹⁶ Thus, the slow learner usually has repeated one or more grades.

Often memorization is a difficult and arduous task for the slow learner. He can memorize, but he must be given sufficient time, usually at spaced intervals.¹⁷ He may learn by rote and then be unable to transfer such learning to practical situations.

He finds his greatest difficulty in reasoning. It is poor reasoning and a slower potential learning rate that makes him slow. Reasoning involves the higher mental processes of clarification, revision, rejection, and selection. It is particularly in the highly complex mental operations of reasoning that the slow-learning child falls short.¹⁸

The slow learner differs in degree from the average student. He can plan, reason, experiment, utilize past experiences, generalize, and transfer to new situations. But he cannot do it as well. It is much more difficult for him to generalize, to see automatically the connections between situations. It is up to the teacher to clarify the problem and point out the relationship to the specific. A teacher should make an effort to teach all of the incidental learnings that average students tend to discover on their own.

He is less imaginative, less able to foresee consequences, and may "jump to conclusions" without adequately thinking through all of the possibilities. The slow learner is more likely to act on impulse and to accept a fairly workable solution than to try to find a more accurate method or be severely critical in advance....¹⁹ He tends to be impatient, insisting on immediate results, and may lose interest if the returns are intangible or deferred. He is often more highly suggestible and ready to plunge into an activity without considering the consequences. This often gets him into trouble.

He Has Social and Emotional Problems

Studies of the adjustment of groups of slow learners, as compared with brighter groups employing such devices as the Maller Personality Sketches, indicate that the brighter pupils are a little better adjusted than the slow learners and the slow learners are a little less well adjusted than normal; but the differences, while statistically significant, are small.²⁰ While many slow learners are not as well adjusted as the average, a few are leaders in school activities, in sports, and in community activities.

The slow learner is emotionally insecure. The impossible demands which have been placed upon him have severely damaged his ego status. Aggressiveness or withdrawal are types of behavior which often result from these demands which cannot be met by him. The slow learner is cognizant of the fact that he does not learn rapidly. He is aware that he is unable to succeed in a highly competitive academic situation.²¹

Dunn and Featherstone agree that in personality characteristics closely associated with or dependent on intellectual capacity, slow learners are lacking just as they are in curiosity, creativity, leadership, and critical thinking. However, in traits which are rooted primarily in the affective life such as selfishness, kindness, obedience, dependence, and exhibition, slow learners often make satisfactory achievement.²²

Slow learners are more prone to failure than are average students. Insecurity often arises out of successive failure. Insecurity or lack of self-confidence may cause the slow learner to react in one or more combinations of the following types of behavior: withdrawal, aggression, indifference, lack of interest, nervousness, and marked anxiety.²³

He is What His Environment Makes Him

Qualification should be placed on many of the characteristics of the slow learner stated in the foregoing paragraphs. Many of these characteristics are not present in all slow learners. They are a result of the stimuli with which he has encountered and with which he has been forced to cope.

Behavioral problems such as those mentioned are caused by discrepancies between capacity to behave and the requirements of environment.²⁴ For example, Dunn describes the slow learner as lacking in curiosity, creativity, and critical thinking but adds, "as these factors apply to school work."²⁵ This statement has implications for teachers to try to understand why the slow learner behaves as he does and to present learning situations geared to his level of conceptualization, interests, and needs so that success is possible.

He Most Likely is From a Low Socio-Economic Background

The belief that more slow learners come from low socio-economic background than higher classes apparently has some validity. Goldstein found

that 9 of 30 students in his project were from very low socio-economic backgrounds.²⁶ Havighurst, in a comprehensive study of slow learners, determined that 80 percent of his subjects were from low socio-economic backgrounds while 30 percent were from broken homes.²⁷ Parental disharmony, general neglect, and physical violence are too often common elements in their home life.

He Has Special Vocational Needs

Vocationally, the slow learner usually finds his way into unskilled or semiskilled occupations. Occupational adjustment is becoming harder as the number of the labor force engaged in unskilled jobs has decreased from 59 percent in 1900 to 29 percent in 1959 with an estimation of 24 percent in 1965 and 22 percent in 1975.²⁸ Stimulated by the general climate of opinion in most schools and communities which tends to overvalue white-collar or highly skilled work, the slow learner may develop unrealistic aspirations that are unattainable for him. Parents also often push the child to "get ahead" in the world. Abraham found that some slow learners aspire to go to college. In view of the trend toward increasing the length of formal education, more emphasis in the future will need to be placed on adequate counseling and guidance toward realistic appraisal of abilities and potentialities in order to avoid later frustration and disillusionment.

His Basic Needs Are Like Those of Other Students

Even though the slow learner has the same needs as other individuals, the means by which his needs can be met are necessarily different. He has the same need for belonging, affection, and conformity that other children have. It is the inability to realize these needs through the channels normally open to the average and brighter children that motivates much of the slow learner's behavior. He needs the same balance between success and failure that all other children need yet he is usually overexposed to failure.²⁹ The slow learner has a great need for success that is rarely filled.

Both parents and teacher, lacking understanding of the slow learner, often vent their feelings of disappointment on the child by mistreating him or by attempting to force him to be like his brother, sister, neighbor, or classmates. The slow learner does not have a sufficient number of strong areas to withstand this type of pressure.

The slow learner soon finds that he is not accepted as others are, because he cannot do things as well as others can do them. To avoid further disappointment, failure, or rejection, he may begin to rely on defense mechanisms, withdrawal, or aggression.

He may give up, thus not making too much effort to accomplish anything; because he knows from experience that he will probably fail. Or he may become belligerent or stubborn in order to focus attention away from his mental weakness and feelings of inferiority.

Students can readily detect the attitudes and feelings of the teacher toward them and will govern their behavior and attitude accordingly. When the teacher fails to accept the student for what he is, the student will slowly begin to respond and cautiously build up a barrier. Many students will feel that they are not wanted or that school is useless and look ahead to the day when they can leave school. Since the above situation is common to many slow learners, it helps to account for the attitude and behavior that results and continues while the slow learner is in school. The school situation often provides the slow learner with so many experiences of failure that he dislikes the following:

- *tests
- *new situations
- *teachers who demand absolute standards
- *administrative procedures which allow no flexibility
- *skill subjects which depend upon an accumulation of skills for success at the present level²⁸
- *learning material for which he sees no need

To many a slow learner school means failure. He may drop out and try to find some other means to success. Another slow learner finds security and routine in school. He doesn't know where he would go or what he would do if he did drop out of school. He needs the limits that the school provides even though he is not experiencing satisfaction academically.

CASE SITUATION

The following case situations describe students in the YOUTH development project in Champaign:

CAROLINE

Caroline is a fourteen-year-old Negro girl. At home she lives with her mother, stepfather, and younger brother. Her mother, who has been married six times, is employed as a cleaning woman. Caroline's stepfather is a nonacademic employee of the University.

Caroline is apparently in good health. She seems to have a pleasing personality and is a leader among her many friends.

In regular classes before referral to the YOUTH project, Caroline was failing in several classes. Intelligence testing showed that her IQ is 89; thus on the basis of her mental age, she would be expected to achieve at a seventh-grade level. However, she was actually achieving at a fifth-grade level, making her two years retarded academically. Caroline's previous counselor reports that, "she has no goals and seems to feel a sense of a failure."

KATHY

Kathy is a fourteen-year-old Caucasian girl. She lives with her mother, father, and seven of her ten brothers and sisters in a small four-room house. Her father, who is a truck driver, is unstable. Her mother is a dishwasher at a local restaurant. Kathy has many responsibilities at home doing housework and caring for the younger children.

Kathy is noticeably below average in height and weight. She suffers from anemia, blackouts, and dizziness for which she is receiving treatment.

In regular classes, Kathy was described as hardworking, very cooperative, but having a great deal of difficulty with school work. Her average grade was D. On the basis of her IQ of 77, she can be expected to achieve at a fifth-grade level. Kathy feels rather inadequate and inferior because of her low academic achievement and low socio-economic background.

MIKE

Mike is a fourteen-year-old Caucasian boy. He lives with his mother, foster father, and one sibling. His parents describe him as a "good boy" who accepts responsibility for yard and household chores.

Mike is in good health. He is a conforming youngster who is easily influenced by others. Mike would like to be a mechanic when he finishes school.

In regular classes Mike receives severe frustration because of low grades. He has a negative attitude toward reading. With his IQ of 87 Mike could be expected to achieve at the sixth- to seventh-grade level. However, he is actually achieving at the fifth-grade level. Mike has a self-depreciating attitude.

LARRY

Larry, a fifteen-year-old Negro boy, is the sixth of seven children. He lives with his mother, two brothers, one sister, two nephews, and one niece. His mother, who does domestic work receives Aid to Dependent Children.

Larry is in good health. He is interested in making a good impression and is easily influenced by others. Larry is currently on probation with the juvenile authorities. He would like to go into electronics.

Larry requires isolation and extreme supervision at school. He lacks self-discipline and is extremely excitable. His IQ of 84 indicates that he should achieve at the sixth- to seventh-grade level. However, he is actually achieving on the third- to fourth-grade level.

THE SLOW LEARNER IN THE CLASSROOM

Problems Encountered

Channeling the slow learner's energies positively is one of the problems of the teacher.

He misuses his energy in various ways. One slow learner may be a discipline problem. Another may be overenthusiastic about activities generally considered inappropriate in our society. Another may be very apathetic. Still another may be cooperative but inefficient in use of energies.

Each slow learner is unique; therefore, the approach used in handling each child must be geared to that particular child. Even though these children are grouped together they are by no means homogeneous.

Reactions in the Classroom

One outstanding characteristic of the slow learner's reactions in the classroom is that they are so basic in nature. His greatest response is toward stimuli that fulfill basic needs for food, sleep and ego satisfaction. There is some question as to whether this is a function of the slow learner's intellectual qualities or of a low socio-economic background.

Reactions may be unrefined and extreme in nature. They are apt to have extremely negative reactions of anger with physical ramifications, extremely positive reactions of love with physical demonstration, or extreme apathy.

DIAGNOSIS OF THE SLOW LEARNER

The Teacher May Refer the Student

Accurate diagnosis of the slow learner is an involved process. The first step usually begins with a referral from the classroom teacher. The teacher finds that the student is failing in regular school work; his achievement is consistently below that of most of his classmates, particularly in academic subjects. Often the slow learner has failed in a year or two of elementary school. In addition, he is often retarded a year or more in one or more of the following basic skills: reading, arithmetic, spelling.

Medical and Social History is Examined

Other factors which can affect school achievement should be explored. The student's medical history should be examined. Eyesight and hearing should be checked for defects which can then be corrected. Malnutrition and hunger can affect one's ability to perform in school. So can fatigue and ill health. Tension arising from emotional conflicts within or outside of the

school can stymie school adjustment. Possible sources of difficulty due to personal and environmental causes should be investigated to see if they can be eliminated. If the above blocks to learning can be removed, the student may be able to make great improvement. Such a child is not a slow learner. A slow learner is limited in capacity to achieve due to his slow rate of learning. Only in rare cases can IQ be compensated for to some extent when a slow learner is highly motivated by interest.

The School Record is Examined

A study must be made of the student's entire school record. The slow learner usually has consistently low-achievement scores particularly in academic subjects. Sometimes a slow learner will be able to compete with average students until about the fourth grade. After this time the higher processes of reasoning are needed more for school success and rote learnings are used less often.

A Group Intelligence Test is Administered

If the student's past school record indicates that he is a slow learner, administration of a group intelligence test is the next step. Group intelligence tests save more time, are easier to administer, and are much less expensive than the individual intelligence test. It is essential, however, that a child take a test that is appropriate to his environmental background. Because it is possible that there will be slow learners taking the test, directions must be simple and presented very clearly.

An Individual Intelligence Test is Administered

Because individual tests are more expensive and more time consuming, they are usually given only to those students who are believed to be slow learners according to results from group intelligence tests. Individual tests are more accurate because a better relationship can be established between the person administering the test and the person taking the test. The test can be chosen to meet the needs of the individual. For example, allowances can be made for physical defects, lack of motor coordination, or language difficulty.

Emphasis should be placed on the fact that an intelligence quotient should be derived from the use of two or more different intelligence tests. The results from these tests should be consistent or fall within a narrow range of one another.

Several Types of Tests are Used

In the YOUTH Development Project at Champaign Senior High School, Champaign, Illinois, the 1960 Stanford-Binet Intelligence Scale, Form L-M



An individual intelligence test is administered to a student in the Youth Development Project at Champaign High School.

Individual tests are more accurate because a better relationship can be established between the person administering a test and the person taking the test.

The work experience-study program provides opportunities for these girls to develop social skills needed on the job.

These girls are practicing introductions with the help of Miss Frederick



was administered to determine which children were slow learners. In addition to intelligence tests, personality tests were given to help assess the student's social adjustment. The composite results of these tests give the psychologist a more complete picture of the student being tested. The results were then made available to the teachers in the project so they would be able to see implications for working with the slow learners. Techniques and tests used were:

- *Draw-a-Person Test
- *1960 Stanford-Binet Intelligence Scale
- *Bender Gestalt Test
- *Wechsler Intelligence Scale for Children
- *Vineland Social Maturity Scale
- *Incomplete Sentence Test
- *Stanford Achievement Test Intermediate Battery, Form 1
- *Guidance Questionnaire
- *Clinical Interview
- *California Psychological Inventory

Staffings are Held

Final diagnosis is made at a staffing or a group meeting of all people involved with the diagnostic process. Teacher, psychologists, social workers, and counselors who had contact with the student all take part in the staffing. Here all available information is presented and evaluated. An objective decision is then made as to the most beneficial action for the student.

CURRICULUM FOR THE SLOW LEARNER

What curriculum will best meet the needs of the slow learner? Once he is identified the following principles are suggested as guidelines for planning a meaningful curriculum.

- *Place them where they can experience success.
- *Provide a flexible program for them.
- *Provide objective experiences.
- *Make experiences real and personal.
- *Avoid situations inviting stigma.
- *Provide adapted, not "watered-down" experiences.

A Modified Curriculum is Needed

A modified curriculum is one that is especially planned for the slow learner and is not just a watered-down version of the regular course.³¹ A watered-down curriculum would be one that has exactly the same subjects offered to the slow learner as to the average student with less learning involved.

One guide is to determine what the slow learner will need to know in the future. The teacher should strive for depth and mastery rather than covering many areas without thorough learning.

Socio-Economic Status Has Implications for Curriculum

The fact that many, but not all of the slow learners come from culturally deprived homes has an important bearing on curriculum planning. According to Robert Havighurst, the deprived may fall into four groups:

- (1) "affectional deprivation--the person is deprived of an adequate amount of affection, love, or emotional support.
- (2) model-person deprivation--the absence of persons in the child's life who are good examples for the child to imitate as he grows up.
- (3) intellectual deprivation--the lack of a home environment in which books and newspapers are read, where there is little or no discussion of books, politics, music, or similar intellectual activities.
- (4) nutritional deprivation--the child is not getting an adequate amount of food."³²

The above characteristics affect a child's behavior as well as the curriculum he should have. The slow learner often is deprived in all four areas.

Goals Are Needed Prior to Establishing the Curriculum

Before any curriculum plans are made, goals should be established. Assuming the main objective of school is to prepare future citizens who can contribute to society as adults, what can we expect of slow learners as adults? Current thinking seems to stress the importance of preparation for jobs instead of preparation for college, which is the goal of many average and above-average students. A work-study program is one important aspect of helping slow learners achieve this goal.

Emphasis on Basic Skills

The ability to read is highly valued by our society. "Teaching children to read is the most important single responsibility of the schools."³³ Reading difficulties are a very serious thing to the slow learner because, as Meyer says of the slow learner, "The child with reading difficulties is the most common problem...."³⁴

Since slow learners often are one to two years retarded in reading even below their mental age, which itself is below the norm of average students,³⁵ remedial work is in demand.

A student who is lacking in reading skills often is failing in other subjects, because reading with comprehension is a prerequisite to understanding the textbooks in all subject matter areas. Reading also often has a desirable affect upon mental health and the well-being of the pupil. According to Paul Witty³⁶ a child goes to school with the idea of learning to read; and, therefore, reading means success.

Home Economics Teachers Can Help the Slow Learner Improve His Reading Skills

The home economics teacher should not take reading ability and skills for granted. Practice and help in reading equipment instructions, pattern instructions, labels, recipes and other directions will help a student develop needed reading skills. These reading skills are meaningful to the slow learner as he can see practical application. Reading is important only if it is meaningful and functional to the slow learner.

Teachers can make reading more meaningful by explaining the meaning of words, giving practice in defining a word through the use of context, and by assigning reading material that is appropriate both in reading level and on their interest level. Materials written on a low reading level and mature interest level are lacking. However, below is a list of some materials that can be used:

Advancing in Health, (revision of Into-Your Teens) W.W. Bauer, Gladys Jenkins, Helen Shacter, Elenore Pounds; Scott Foresman, and Company, 1962.

Family Living, Evelyn Duvall, New York, 1961.

Growing and Changing, (revision of You're Growing Up) same as for Advancing in Health.

Socio-Guidramas, Occ-Press, 498 Fifth Avenue, New York 17. 26 titles, 50¢ per copy. (See Illinois Teacher, Vol. III, No. 7.)

Teenagers, same as for Advancing in Health.

Years Between, The; Frances T. Humphreville; Scott, Foresman and Company, 1963. (Collection of 12 stories.)

The following companies will send listings of special books for slow learners:

Golden Press, Inc., Rockefeller Center, New York 20.

Scholastic Book Service, 33 West 42nd Street, New York 36.

Signal Books, Doubleday and Company, Incorporated, Garden City, New York.

Mathematics, Spelling, and Grammar May Need Attention

Remediation may also be needed in mathematics, spelling, and grammar. These basic tool subjects are important to master because the entire curriculum rests heavily on the acquisition of these skills. It cannot be too greatly emphasized that remediation consists of work done on one's level for understanding and not mere rote practice of helping children overcome specific weaknesses which are hampering his working on an academic level commensurate with his ability.

Emphasis on Nutrition, Health, and Hygiene

Nutrition, health, and personal hygiene are needed by children of low socio-economic families where parents are either uninformed of good health practices or are financially unable to carry them out. "Habits of healthful living need to be developed, as well as knowledge of how to take care of one's self and how to obtain medical care."

Students who are hungry, tired, or ill have reduced efficiency as learners as well as on the job. Many behavior problems also result from these causes. Establishment of grooming and hygiene habits increase a student's chances of employability.

Emphasis on Ability and Skills

It is tempting to apply old wives' tales like the one about the "weak mind and strong back" to educative practices for the slow learner. However, lack of strength in verbal areas does not necessarily mean strength in non-verbal areas.³⁶ In fact, Clifford Howe, in discussing compensation, the theory that one compensates for a weakness in mental capacity through a strength in physical capacity, cites the following research on the mentally retarded which may have some applicability to slow learners:³⁷

He states that W.F. Dearborn found in his research that the mentally retarded as a group are slightly below average in both height and weight. One reason why retarded children might seem larger than average is that they are often educationally retarded and held back in grades and thus are associated with younger children.

Arm, hand, and finger dexterity for the retarded was found to be inferior to that of the average child by G.N. Canton and C.L. Stacy.

Francis and Rarick comment in "Motor Characteristics of the Mentally Retarded" that the retarded perform very poorly in comparison with the nonretarded.

Howe concluded that the normal child is consistently superior to the mentally retarded and that there is a correlation between motor ability and mental ability.

Barbe says, "The idea that bright students go to the academic schools and slow learners and retarded children go to the trade school has nullified many of the advantages of having these separate schools."³⁸ The slow learner will not necessarily have more success with the job or activity which involves motor skill. For example, a student may be socially adept but inept with hand skills. In this case an attempt to prepare him for a receptionist's job or one involving social interaction would be more profitable than an effort toward a job involving hand skills.

Another factor that indicates that dimensions other than motor skill need to be explored is the downward trend in demand for unskilled labor. Of course, occupations in the service area are promising for the slow learner; and motor skills are useful in this area.

In general, though, the slow learner needs to gain good work habits, the ability to cooperate, the willingness to work, the ability to accept superiors.³⁹ Studies related to the following are important: orientation to the home, living in the home, making and holding friends, boy-girl relationships, living in the community, personal and community health, and getting and keeping a job.⁴⁰

Emphasis on Attitudes and Character Traits

It is important to remember that most people who lose jobs do so not because of their lack of specific competencies required on the job, but because of their inability to work with other people and their lack of sense of responsibility.⁴¹ The development of attitudes and character traits which increase employability is one of the first steps in preparation for a job.

A study of personal qualities needed on the job can be correlated with regular subject matter. Such personal qualities include the following:⁴²

- ability to get along with others
- interest in the job
- initiative
- ability to adapt to new or varied situations
- willingness to work hard
- honesty
- loyalty
- dependability
- carefulness
- courtesy
- ambition
- punctuality
- regularity of attendance
- good taste in dress and grooming
- tactfulness
- thoroughness
- neatness

The development of a positive attitude is of primary importance. The student must want to learn and to succeed instead of giving up and letting someone else do the job.

Provide Experiences to Fill Empty Gaps

There are also many experiences such as the experience of enjoying pleasant family relations which the slow learner may not have had at all. Some means of finding out what specific experiences are needed and of providing them would be beneficial. For example, the student may never have had experience with democratic family decision making or with a person who has a particular occupation.

Emphasis on Work Experience

A work-study program helps students prepare for a future vocation. Such a program would include realistic assessment of students' skills and abilities. In the Champaign YOUTH Development Project, guidance is available to help each student set future goals in accordance with his personal resources and limitations. The work-study program will be described further later in the article.

Study Occupational Opportunity

A study of the various occupations creates greater understanding for each student. Such a study provides one basis for making a more permanent choice later.

During the later years of high school each student may work half days. Thus, he has the opportunity to improve his personal qualities and attitudes and possibly develop increased skill in the field of his interest. In addition, his job may provide a basis for a student to decide whether or not he wants this type of work as an area of permanent employment or for continuation of learning through a trade school.

METHODS USED WITH THE SLOW LEARNER

Different Emphases are Used

One of the earliest procedures was to retain the slow learner in a grade for an additional year. Wrightstone reported that research indicated that children at any ability level do not learn more by repeating a grade. He quoted a study of children with low IQ's which shows that the students who repeated several grades were not doing as well in school as those who had been promoted each year.⁴³

Slow-learning children generally learn through the same methods as brighter children. Thus, teaching methods will be essentially the same as those used with brighter children. The aspects of need, success, and practice are essential in effective learning for all students. For the slow learner there should be different emphases. What are the differences?

Use Mental Age as a Guide to Method and Curriculum

Although other factors such as chronological age, physical characteristics, and cultural background need to be considered, as Dunn says, "Research has consistently demonstrated that mental age is the best single index of capacity for school work." 44

Use One of the New Textbook Series

Reading, arithmetic, spelling, and other basic skills will be below average expectancy based on one's chronological age. This creates a problem of finding materials that are not offensive to the child because of his more advanced physical and social age.⁴⁵ There are new textbook series which have content and pictures according to interests level but have shorter sentences and easier vocabulary. Such a book is Growing and Changing (Revision of You're Growing Up) Book 7 of Health and Personal Development Program, Bauer, Jenkins, Shacter, and Pounds, Chicago: Scott Foresman, 1962.

Adapt Materials for the Slow Learner

Materials that you use for average students may have to be adapted by using shorter, simpler sentences instead of longer, complex sentences. ✓
Vocabulary will likewise include easier words.

Move More Slowly

Using mental age as a guide will mean moving more slowly. Additional time will be needed to provide extensive review to overcome the factor of forgetting.⁴⁶ Activities will be shorter and content narrower in scope. Because the slow learner tends to retain less knowledge, considerable repetition and drill are defensible. Aim for accuracy rather than speed. ④

Provide for Clear Simple Explanations

Explanations should be clear and simple as the slow learner has a limited number of words and concepts at his command. Vocabulary study and conceptual development will be a continuing activity. Whenever possible use tangible objects for reference when presenting a new word or concept. If one can see, touch, manipulate, or experience through other sensory perception, that word or concept is more apt to be retained.

Compensate for Cultural Factors

If the slow learner does come from a low socio-economic level, provide opportunities for needed first-hand experiences. Let him visit, see, hear, and participate in activities that are related to class work. Help him broaden his world by providing experiences that permit him to do some of the things students of the middle- and upper- socio-economic classes do. Instead of trying to convince students that one way is better than another, present two sides and let the student make his own decision with guidance.

Provide for Reinforcement of Basic Skills Through Integration of Units of Study

Because reading, writing, spelling, and other basic skills are below expectancy compared to average students, progress in improving basic skills can be facilitated through practice of these skills in every course. Grammar, theme writing, mathematical problems, vocabulary study, grammar, spelling, reading with understanding, and critical thinking can be incorporated in home economics units of study. These are the foundation tools on which other knowledge and skills are built. A stronger foundation forms a firmer support for further development of knowledge and skill.

ADAPTATIONS OF REGULAR METHODS

"Slow learners, like all of us, learn most effectively when they become active participants in the learning situation. This can occur only if methods and materials used are within their comprehension."⁴⁷ The following generalizations suggest ways of adapting methods to meet the needs of the slow learner.

↓ *Goals that are immediate and tangible contribute to greater interest, motivation, and meaning for the slow learner.

Featherstone states that "he (the slow learner) does not think and reason as well, he is less imaginative, less able to foresee the consequences of either an overt or an implicit course of action, and is inclined to reach conclusions without adequately considering alternatives and without the benefit of much reflection."⁴⁸ This indicates that the slow learner is more resistive to doing work that he sees no sense in doing than is the average student.

↓ *Meaningfulness is enhanced by the use of concrete activities.

The slow learner is less inclined to think abstractly. Try to make classroom experience "real" by using materials that can be handled and manipulated. Appeal to the use of the senses--seeing, hearing, tasting, touching, and smelling whenever profitable.

First-hand experiences which are within the ability of the slow learner contribute to meaningfulness. Use field trips to go where materials are, see how they operate, ask questions from someone with background experience--all these make concepts more concrete.

✓ Demonstration should be used frequently. Show the student and then provide many opportunities for practice.

✓ *Success is facilitated through the use of materials geared to a slow learner's level.

Frustration from trying to compete with students who have more ability quells motivation. Beaten down, slow learners may give up and become indifferent or boisterous and rowdy.

Give the slow learner specific reasons for thinking well of himself by giving him work that he can do and then praising him for it. Success strengthens one's self-concept. The slow learner has fewer strengths than the average or gifted: he has fewer things to fall back on in times of stress. Help him prove that he is worthwhile, that he can make a contribution by helping him achieve success.

Besides these general adaptations for the slow learner, special adjustments may be needed for the individual. As with any other student, individualized instruction is important.

✓ *Understanding and cooperation can be facilitated through structure.

Make directions clear and simple. Avoid unnecessary detail that may distract from the main theme. Have the slow learner repeat the directions back to you in his own words if necessary. Follow through if needed and check to see if the slow learner does understand the assignment. Doing an assignment wrong reinforces the wrong learnings.

When the slow learner knows what is expected of him, he is more apt to conform. For example, use study guides with reading assignments to give the student a guideline to follow.

Help the student set standards by showing him several degrees of achievement in work. Discuss the good and the bad points of each. The student can then draw his own conclusions as to the degree of competence he will strive to achieve.

✓ *Frequent drill and review affect thoroughness of learning.

✓ Don't assume that a concept is learned once and for all. Repetition for the sake of repetition should be shunned. Try to present important concepts in as many different ways as possible to promote interest.

For example, in presenting a unit on laundry, the concept of sorting clothes could be reinforced through the following activities:

1. Read an article on sorting clothes.
2. Have students cut pictures of clothes from magazines and place them in paper baskets on the bulletin board.
3. Have students take a field trip to a home and watch a homemaker do her family laundry.
4. Have students bring own clothes and sort them in class.
5. Have students do experiments with old clothes to see what will happen if clothes are not sorted.

✓ *Understanding of content is enhanced through continuity of experience.

The development of knowledge and understanding is facilitated when there is a logical sequence of learnings. Each learning should be seen as part of a sequence which compositely provides a total situation. "When sequential learning is properly placed in terms of an intellectual developmental scale, each successive learning activity requires (1) greater intellectual (2) previous learning."⁴⁹ When the slow learner can see the transition from one step to the next, meaningfulness will be increased. Material which is meaningful is more likely to be remembered.

✓ *Transfer is facilitated through the use of content presented in meaningful situations.

Transfer is more likely to occur when the student can see how the acquisition of knowledge or a skill can be used in his own life. This may mean remodeling clothes instead of sewing from new material, using dimestore stainless steel instead of silverware, or preparing low-cost meals instead of more expensive ones. Incidental learnings and situations where application can be made may have to be pointed out to slow learners who are less likely to make the transfer by themselves.

✓ *An atmosphere of patience and understanding is conducive to learning.

Because the slow learner has suffered so many frustrations, he may give up quickly in situations in which he feels he is likely to fail. Individual help is often essential. Slow learners often need more encouragement than the average or gifted.

✓ *Variety in activities contributes to an increased attention span.

The slow learner when asked to do a quiet or monotonous activity for an extended period of time may get restless. Breaking up a long class period by shifting from one activity to another helps hold the attention of the slow learner. If possible, try to include some physical activity in each class period.

TEACHING PROCESSES OF THINKING TO THE SLOW LEARNER

It is generally accepted today that teaching processes of thinking is an important function of education. "Thinking is 'natural' only to the extent that all normal individuals are equipped to do it." Burton says, "Organized, systematic thinking, however, is clearly an acquired ability." He goes on to quote from The Harvard Report, General Education in a Free Society. "Education is not merely the imparting of knowledge but the cultivation of certain aptitudes and attitudes in the mind of the young....These abilities, in our opinion, are: to think effectively, to communicate thought, to make relevant judgements, to discriminate among values."⁵⁰

Therefore, teaching processes of thinking is important in the classroom, but is the slow learner capable? Is this appropriate and meaningful in teaching him?

The process of thinking is a basic ability which is a tool in all activity and is a key to success in life. Since thinking is so important in daily life and since the level of thinking that can be achieved is directly related to native intelligence, teaching thinking to the slow learner might be considered even more important than to others. Burton says, "Any person can be trained, within the limits of his intelligence, to think better than he will think without training."⁵¹

Give Help in Analyzing Situations

The slow learner needs special help in being able to analyze a situation. He is often stumped and asks "What shall I do?" He may sit and do nothing because of lack of ability to analyze. This tendency to sit and do nothing can be very hazardous in out-of-school situations. The slow learner needs to be able to analyze in order to succeed on the job, at home, and in everyday life.

A teacher can give him experiences in analyzing by asking, "What needs to be done?" For example, in repairing or remodeling garments students can be helped to analyze--"What needs to be done to this garment to make it more wearable?" This gives practice in using a problem-solving approach.

Give Experience in Evaluating Information

Slow learners are especially susceptible to fallacies of thinking, to emotional appeals, and to propaganda. They are susceptible to "hood winking" by dishonest people, and may become involved in undesirable activity unless trained in thinking processes. Therefore, experience in distinguishing fact from opinion, discovering fallacies of thinking, discovering colored words, and evaluating sources of information will contribute to their successful preparation for life.

A simple exercise of underlining the facts in an advertisement after discussing the concept of fact and opinion will help the student make decisions

more effectively. A bulletin board or chart where students can put up any fallacies in thinking which they find would encourage application of knowledge gained in class to everyday life. Discussion of validity of sources of information used in class and the use of more than one source is a helpful practice.

Give Chance to See Several Possible Solutions

Study and discussion of several possible solutions to each problem or experience which is encountered in class is a way of showing the slow learner several ways of doing things. Since many of the slow learners may come from socially deprived homes, exposing them to several ways of doing things, including the conventional, is appropriate. In fact, it would be beneficial for all students.

However, designating one way as best is inappropriate. The student should be guided in making his own decisions. In this way he will be gaining experience in doing things several ways--ways which he may need to know in his later life or job--but he will not have his present "ways" degraded.

Clarify Concepts

In the teaching of thinking to the slow learner, the clarification of concepts is beneficial. Due to his background, the slow learner may have uncertain or unconventional ideas as to the meaning of certain concepts.

In defining concepts or words, concreteness is important. For example, the slow learners in one class could all "define" promptness but needed to think about what it meant in relation to a job, the home, school, and friends.

Use the Discovery Method

Using the discovery method in teaching is one way of promoting intellectual curiosity and of teaching processes of thinking. "This method is built on the idea that children learn and remember what is meaningful to them." The teacher provides a question and the elements necessary for its answer. The students find the answer with help and guidance. The following conditions contribute to the success of the discovery method:

1. An atmosphere conducive to experimentation and research.
 - a. Facts are not fed to students.
 - b. Free discussion is encouraged.
 - c. Students hunt for answers.
 - d. Students know plans and are involved in part of the planning.
2. Motivation
 - a. Class activities are based on "felt" needs of "teacher-nudged" needs.
 - b. The teacher is enthusiastic.
 - c. Some ways the knowledge can be used are suggested.
3. Provision of needed elements for solution.
4. Guidance of the discover.
 - a. The right questions are asked.
 - b. Processes of thinking are encouraged.

5. Provision of a sense of accomplishment
 - a. A culminating activity is used.
 - b. Accomplishments are shown or stated in some way.⁵¹

The importance of teaching values in connection with thinking to the slow learner is great. He is more subject to the use of values than of reasoning in making decisions. Two previous issues of the Illinois Teacher of Home Economics (Vol. IV, No. 5, and Vol. III, No. 7) can be used for help in teaching values.

The importance of developing the ability of self-evaluation is discussed later.

WORK EXPERIENCE PROGRAM

Students Need Smooth Transition Between School and Job

The slow learner, as well as all students, needs a smooth transition from education to job. Conant in Slums and Suburbs says that the school should have responsibility and funds for making this transition smooth for the high school drop out or graduate.⁵³

One means of making the transition is the work-experience program. This is a "part-time trade preparatory program conducted over two school years on a cooperative basis between the school and local industry and business employees."⁵³

The "distributive education" program is a similar one in the merchandising field.⁵⁴

Work-experience programs can be developed in any field of work or combination of fields. For example, the slow-learner project in Champaign, students are placed on a variety of jobs. Emphasis here is placed on developing appropriate work attitudes and habits.

Since our schools are autonomous, the responsibility for setting up programs lies with the school itself. The home economics teacher might well initiate this action in her school to meet certain student's needs.

SAMPLE UNIT PLANS

Preparation of the slow learner for a job contributes to his successful adjustment to life's demands. In order to become a constructive citizen of his community, the slow learner needs to be able to obtain and hold a job.⁵⁵ Conant says that his job will contribute to the development of positive social attitudes.⁵⁶

The following unit places emphasis on job preparation in the area of food service. There are many other areas of home economics which can help prepare for wage-earning occupations. Below is a list of possible job opportunities in home economics subject areas: ⁵⁷

- I. Foods and Nutrition
 - A. Waitress
 - B. Short-order cook
 - C. Salad girl
 - D. Pastry assistant
 - E. Cake decorator
 - F. Fountain service worker
 - G. Cook who prepares and serves meals in private homes
- II. Clothing, Grooming and Textiles
 - A. Alteration lady
 - B. Institutional seamstress
 - C. Seamstress
 - D. Presser
 - E. Repairer of clothes
- III. Management and Consumer Buying
 - A. Cashier in food store
 - B. Sales person, especially of foods, clothing, home furnishings
 - C. Housekeeper
- IV. Housing and Home Decoration
 - A. Gift wrapper
 - B. Florist's helper
 - C. Window display worker
 - D. Drapery hemmer
- V. Child Care and Family Development
 - A. Nursery school helper
 - B. Baby sitter
 - C. Mother's helper
- VI. Personal and Family
- VII. Home Nursing
 - A. Nurses aid for sick
 - B. Nurses aid for the elderly

PREPARATION FOR JOBS IN FOOD SERVICE

- I. Topic--A Job As A Waiter or Waitress
- II. Importance of Unit

Activities which involve job preparation are extremely meaningful to the student. The food service industry is one of the largest in terms of the

number of people employed. One out of every six persons working in the retail trades is a food service employee, and there is a growth of the industry predicted in the future. 58 Therefore, preparation in this area is realistic in terms of possible employment.

III. Objectives

A. Knowledge and understanding of:

1. The duties and responsibilities of workers in food services
2. The areas of responsibility in food service operations
3. The factors that contribute to the success of a food service employee
4. The factors that contribute to the quality and success of a food service operation
5. The factors contributing to the cost of food in food service operations
6. The types of food service operations
7. The effect of community life on food service operations
8. The opportunities for employment in food services

B. Knowledge and ability in relation to:

1. Effective service
2. Food service
3. Economical and attractive food placement
4. Table setting
5. Order taking
6. Order calling
7. Table clearing
8. Check presentation
9. Use of work sheet
10. Job flexibility
11. Customer relations
12. Appropriate menu selection
13. Appropriate dress and appearance
14. Record keeping
15. Employer relations
16. Responsibility in directing
17. Food preparation and selection
18. Finding a position

C. Attitudes

1. An appreciation of the significance of the food service operations in the community
2. An appreciation of the integrity of a job in the food service industry
3. An appreciation of the values involved in customer relationships
4. An appreciation of the skill needed for a job in the food service industry

IV. Outline of Content

A. Scope of the Industry

1. Significance of food service operations in the community
 - a. Surveys and reports
 - b. Affect of community life on food services¹
2. Significance of food service operations nationally
3. Types of food service units
 - a. Service units
 - (1) table
 - (2) counter
 - (3) table and counter
 - (4) tray or table
 - (5) catering
 - b. Self-service units
 - (1) cafeteria
 - (2) buffet
 - (3) take out
4. Occupational opportunities

B. Functions of a Food Service Operation

1. Areas of responsibility
 - a. Range department
 - b. Salad department
 - c. Service bar
 - d. Bake shop
 - e. Preparation department
 - f. Service
2. Duties and responsibilities of workers
 - a. Host
 - b. captain
 - c. Salesperson (waiter or waitress)
 - d. Busboy
 - e. Cashier
 - f. Variations
3. Quality of food service
 - a. Sanitation
 - b. Control
 - c. Work force
 - d. Cost
 - e. Food preparation
 - f. Working conditions

C. Success of Food Service Employee

1. Customer relations
2. Co-worker relations
3. Employer relations
4. Selling ability
5. General appearance
6. Advertising
7. Skills
8. Attitudes

D. Job of a Waiter

1. Effective service
 - a. Setting table
 - b. Taking orders
 - c. Calling orders
 - d. Assembling orders
 - e. Preparing food
 - (1) judging quality
 - (2) arranging
 - (3) gauging portions
 - (4) garnishing
 - f. Serving food
 - g. Clearing
 - h. Presenting check
 - i. Using work sheets
 - j. Being flexible
 - (1) accepting money
 - (2) care of equipment
 - (3) making change
 - (4) washing dishes
 - (5) bussing dishes
 - (6) hosting
 - k. Relating with customer
 - l. Selecting appropriate menus
 - (1) nutritionally
 - (2) calorically
 - (3) menu guides
 - (4) for children
 - m. Keeping records
 - n. Working with superiors
 - o. Directing others
 - p. Developing appropriate work habits
 - (1) safety
 - (2) cleanliness
 - (3) quietness
 - (4) carefulness

V. Sources of Information

A. For teacher

1. Food Service Industry--Training Program and Facilities, U.S. Department of Health, Education, and Welfare, OE82007 Vocation Division Bulletin No. 298, Distributive Education Series No. 32, U.S. Government Printing Office, Washington 25, D.C. .65. (Contains a list of 54 other references.)
2. Free Guidance Material--Trades, Patrick Carr, Sangamon Source Service Publication, R. W. Parkinson and Associates, Urbana, Illinois.

B. For student

1. Handbooks or guides for waiting prepared by local restaurants or or locally by a university student union.
2. Menus from restaurants

- C. Sensory Aids
 - 1. U.S. Department of Labor, Bureau of Labor Statistics, Washington 25, D.C.
 - 2. Occupational Outlook Service, U.S. Department of Labor
- D. Community Resources
 - 1. Restaurants and other food service operations
 - 2. School cafeteria
 - 3. University student union food service (if available)

VI. Activities

- A. Initiatory
 - 1. Selection of a culminating experience as a goal or motivating factor (e.g., service of a special dinner party)
 - 2. Survey of food services in community
- B. Assimilating
 - 1. Field trips
 - a. Food service operations in community
 - b. Food service operations in school
 - 2. Speakers
 - a. Dietitian
 - b. Restaurant manager
 - c. Food service worker
 - d. Shoe expert (proper shoes)
 - e. Dermatologist (skin care)
 - f. Physical education instructor (course)
 - 3. Bulletin Board
 - a. Diagram of areas of responsibility
 - b. Food service advertisements
 - c. Criteria for rating a worker
 - d. Criteria for rating a restaurant
 - 4. Demonstrations
 - a. Setting a table
 - b. Taking orders
 - c. Assembling orders
 - d. Preparing food
 - e. Serving food
 - f. Clearing
 - g. Presenting check
 - 5. Dramatizations
 - a. Good and poor posture
 - b. Taking orders
 - c. Suggesting foods
 - d. Handling complaints
 - e. Handling compliments
 - f. Relating to co-workers
 - g. Taking criticism
 - h. Handling mistakes
 - i. Relating to customers

C. Concluding

1. Dinner party
2. Publication of criteria for good waiter and restaurant, distribution to food service operations

/II. Evaluation

A. Pupil

1. Self-evaluation of laboratory work
2. Self-evaluation of dinner party

B. Teacher

1. Written work
2. Laboratory work
3. Dinner party

III. Individual Difference

- A. Assignment of jobs in laboratory according to individual differences
- B. Varying depth of study according to student's ability

IX. Subject Matter Correlation

A. Language

1. Use of good English composition in written work
2. Clearness of and conciseness in written work
3. Reading menus
4. Writing orders and criteria

B. Social Studies

1. Study of the effect of the community on food services
2. Role playing personal relations

C. Arithmetic

1. Accepting money
2. Making change
3. Computing food cost

The following unit involves purposes related to preparation for homemaking with some emphasis on the vocational aspect of earning money.

In planning units for the student on any subject one will be more effective if plans are made on the basis of real needs of the student. The following unit in care and repair of clothing evolved as a result of many students asking the homemaking teacher for safety pins to pin garments, coming to class with split seams, and asking for permission to "fix" a garment in class.

I. Topic--Care and Repair of Clothing

II. Importance of Unit

For students who have limited funds, this unit serves two purposes. First, it teaches students needed skills in caring for, repairing, and

remaking clothing. Second, it teaches these skills with little expense involved. A remark by one of the student's mothers shows the need for these skills: "You have enough garments here that need work so that you can take ten for yourself and still have enough to supply the rest of the class."

III. Objectives

A. Knowledge and understanding of:

1. The characteristics of neat-appearing garment
2. The findings that can be used in improving the appearance of clothing
3. The operation of a sewing machine
4. The fitting of a garment
5. The cost of repair in time and money
6. The cost of lack of repair
7. The ways money can be earned in care and repair of clothing

B. Knowledge and ability in relation to:

1. Analysis of garments
2. Selection of suitable findings
3. Spot removal
4. Dying
5. Laundry
6. Ironing
7. Pressing
8. Hemming
9. Sewing on buttons
10. Refitting garments
11. Reading directions
12. Sewing machine operations
13. Sewing accurately and neatly
14. Caring for sewing machine
15. Keeping surroundings neat and orderly while sewing
16. Blind mending of tears
17. Selecting accessories
18. Clothing storage

C. Attitudes

1. An appreciation of the value of cleanliness and neatness
2. An appreciation of the value of well-fitting clothing
3. An appreciation of the value of a garment
4. An appreciation of the importance of taking time in caring for, repairing, and remaking garments

IV. Outline of Content

A. How Can We Judge a Garment?

1. Attractiveness
 - a. Cleanliness
 - b. Repair
 - c. Press
 - d. Fit
 - e. Style

2. Importance of being dressed attractively
 - a. At home
 - b. At school
 - c. On job

B. How Can We Determine What a Garment Needs?

1. Appearance of garment itself
2. Appearance of garment of its owner
3. Analyze

C. How Can We Improve the Cleanliness of Garments?

1. Spot removal
2. Laundry
3. Storage
4. Wearing habits

D. How Can We Improve the Repair of Garments?

1. Hemming
2. Sewing on buttons
3. Use of sewing machine
4. Care of sewing machine
5. Blind mending of tears

E. How Can We Improve the Neatness of Garments?

1. Ironing
2. Pressing
3. Storage

F. How Can We Improve the Fit of Garments?

1. Defining a good fit
2. Refitting garments

G. How Can We Improve the Style of Garments?

1. Use and selection of findings
2. Dyeing
3. Hemming
4. Refitting
5. Remaking
6. Selecting accessories

H. How Can We Earn Money in Repairing and Remaking Clothing?

V. Sources of Information

A. References

1. Clothing Textbooks
2. Fashion selection of magazines and newspapers
3. Mimeographed materials. (Teacher can re-word and simplify to make more appealing to the slow learner.)
4. Free booklets sent by various companies.
See listing in The Wonderful World of Children (complete reference)

- B. Sensory Aids
 - 1. Actual garments
 - 2. Films: Finishing Touches (University of Illinois)
Our Modern Washday (University of Illinois)
- C. Community Resources
 - 1. Department stores
 - a. Fitting department
 - b. Findings department
 - 2. Commercial laundry
 - 3. Commercial dry cleaner
 - 4. Sewing machine store

VI. Activities

- A. Initiatory
 - 1. Discussions of value of appearance
 - 2. Demonstration of improvements than can be made
 - 3. Students bring in garments
 - 4. Writing letters asking for booklets from which to get information
- B. Assimilating
 - 1. Field trips
 - a. Department stores
 - b. Laundry and dry cleaner
 - 2. Speakers
 - a. Woman who does repair work for pay
 - b. Sewing machine salesman
 - 3. Bulletin board
 - a. Findings
 - b. Laundry procedures
 - c. Accessory selection
 - 4. Demonstrations
 - a. Spot removal
 - b. Dyeing
 - c. Laundry
 - d. Pressing
 - e. Ironing
 - f. Hemming
 - g. Sewing on buttons
 - h. Refitting
 - i. Sewing machine operation
 - j. Blind mending of tears
 - 5. Laboratory work on individual garments
- C. Concluding
 - 1. Class style show evaluating results of laboratory work
 - 2. Written news article "How to Look As If You Stepped Out of a Band Box"
 - 3. Written "magazine article" on some subject for class display

VII. Evaluation

- A. Pupil
 - 1. Self-evaluation of laboratory work
 - 2. Self-evaluation of wardrobe

- B. Teacher
 - 1. Written test
 - 2. Laboratory work
 - 3. Appearance of students
 - 4. Discussion and talk of students

IX. Individual differences

- A. Boys and Girls--There would be a difference in types of garments used. For boys there might be more emphasis on care of sewing machine and the mechanical aspect.
- B. High and Low Ability--Highest ability students could give demonstrations, write instruction, read and report on the laundry industry, use ingenuity in remaking clothes.

X. Subject Matter Correlation

- A. Language Arts
 - 1. Use good English in any written work
 - 2. Clearness and conciseness in written work
- B. Social Studies
 - 1. Study of the effect of clothing on our relations with others
 - 2. Study of the effect of clothing on our success on the job
- C. Arithmetic
 - 1. Measuring (volume and area)
 - 2. Figuring costs

EVALUATING THE PROGRESS OF THE SLOW LEARNER

The process of evaluation is extremely important for the slow learner. Evaluation methods for the slow learner are much the same as for any student. They include written and oral testing, laboratory work, and observed behavior at school and away from school.

The fact that rate of progress for the slow learner is below the average must be kept in mind. Evaluation in terms of the student's abilities rather than by comparison makes a more effective contribution to the learning process.

Give Opportunity for Self-Evaluation

For the slow learner, ability in informal daily self-evaluation will contribute to his adjustment to life's demands and success both now and after leaving school. Therefore, self-evaluation in terms of setting criteria and making a judgment is important in all activities small or large. For example, housekeeping assignments for straightening the home economics department can be an effective learning experience if students are guided in setting up criteria. (E.G., "What would the living area look like when we've finished cleaning?") They should also be guided in evaluating results. This continual evaluation can be a means of providing the success experiences which the slow learner so badly needs.

Use Formal Evaluation to Direct Further Teaching

Formal evaluation in the form of periodic grading is more important for the teacher than the student. It is by this process that she checks her methods. Evaluation gives direction for further teaching. Frequency of evaluation is extremely valuable in teaching the slow learner.

In order to be effective in her evaluation, a teacher needs a great deal of evidence to use in judging progress. For this reason, anecdotal records of each student contribute to the validity of the evaluation. Anecdotal records are written observations of student behavior. They are objective recordings of specific incidents. These observations made consistently over a long period of time can contribute to accurate evaluation of student progress.

In reporting formal evaluation to the slow learner a positive interpretation is important to the student. The element of success will facilitate his learning.

Choose Means of Reporting Evaluation

Reporting of formal evaluation can be of three types: the report card, the letter form, or the interview.⁵⁹

The report card which is typically used is acceptable to the slow learner because "everyone else gets one." He doesn't want to be different. However, the report card may not provide a positive guide for the teacher in clarifying her thoughts and giving directions for the future. It is also hard to define exactly what a grade A, B, C, D, E, S, I, or U means.

The letter form explains the evaluation. It requires more time, more information, and more thought. It is best in a concrete, short form. The positive approach is again valuable.

The interview also requires more time, information, and thought. However, if it is held with parents it may be difficult to schedule. It requires special skills on the teacher's part.

In selecting the means of reporting evaluation, one might try a combination of these types. For example a report card with a written letter might be used. Interviews are helpful at planned intervals.

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HOME ECONOMICS AND THE SUPERIOR STUDENT

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HOME ECONOMICS AND THE SUPERIOR STUDENT

Dorothy Maie Keenan

The recent emphasis on the education of the superior student has been felt at all levels and in all areas of education. Home economics teachers have shared in the general concern, and a number have been trying to find ways to challenge and stimulate their better students. Able girls are enrolled in our classes, particularly in the junior high school years. There has also been a steady increase in the number of courses which have been developed to meet the needs and interests of the college-bound junior or senior. It may be helpful, then, for us to clarify our ideas about the characteristics of the bright girl, and to consider some practices which could be useful as we work with her in our classes.

WHAT DO WE MEAN--SUPERIOR STUDENT?

There has been a great deal of controversy over the definition of "giftedness." Earlier investigators tended to concentrate on objective criteria, such as IQ scores. An IQ of at least 120 was often set as a base line for selection of talented students, while scores of 135+ were considered to indicate highly gifted individuals. The emphasis was on innate capacity or ability to learn. Now researchers are more likely to be concerned with accomplishment-performance which demonstrates ability. IQ tests are not able to measure interest, energy, or ambition, and some students who have failed entrance exams have succeeded in college when given a chance to prove themselves. Thus, present-day definitions of giftedness are apt to be concerned with "effective intelligence" and are descriptive in nature, emphasizing

achievement, extra-ordinary curiosity, creative thinking, unusual ability to understand abstractions, exceptional breadth of interest, artistic ability, and even advanced physical and social maturity.¹

The measurement of these traits is not easy, however!

The idea of innate capacity has not been discarded, of course. It is still thought that high intelligence requires superior nerve structure, and that it

is patterned or individualized from the beginning or from a point very early in life.²

We might conclude that the concept of giftedness has taken on a developmental aspect. It is felt that, if a student possesses a nervous system capable of a high order of mental functioning,

favorable conditions (will) induce growth and realization accompanied by the power to organize experiences into complex patterns and relate them one to another.³

This line of thought puts much emphasis on the role of the environment, both at home and at school. The ability of teachers to provide "favorable conditions" for development may be a determining factor in the achievement of the bright child. If this is true, the increased responsibility of the teacher becomes evident. Lack of challenge in the classroom may actually interfere with the development of the able girl. This should be of particular concern to the teacher with only one or two such students in her classes.

Differences in intellectual ability are also now held to be more than just differences in learning rate. New attention is being given to the kinds of learnings which are peculiar to gifted children. Such children not only acquire factual information rapidly, but differ from the less able in the degree to which they are able to see related issues, discover implications, and figure out more complex or more complete solutions to problems.⁴

Home economics teachers need to be aware of these differences in the nature of the learning process as it operates at higher ability levels. We cannot expect to take care of the bright student by simply giving her more work to do. Suggestions for activities which involve various kinds of learning will be made later on in this issue.

CREATIVITY VS. INTELLIGENCE

One of the more interesting findings of recent studies with superior young people has been that of a distinction between intelligence and creativity. At one time these characteristics were thought of as practically synonymous. Getzels and Jackson, however, succeeded in isolating two groups:

- a. the highly intelligent, but not equally creative

These students were favored by teachers, perhaps because they were interested in achieving success on adult terms, and thus held values of which the teacher approved, such as high marks, good character and goal directedness.

- b. the highly creative, lower on measured IQ

These persons were less ready to accept the teacher-approved model, and less concerned with success, high marks and specific goals.

It was implied by these investigators that teachers tend to overlook the gifted, creative individuals in their classes, and in fact, that they often penalize creative behavior which may appear as disrupting in a formally organized learning situation. Getzels and Jackson also suggested that suitable conditions might provoke original and imaginative behavior in children with levels of measured intelligence below that which is ordinarily assumed to be giftedness.^{5, 6}

The findings of Getzels and Jackson also have implications for home economics teachers. Perhaps it would be profitable for us to consider some ways in which to build a climate conducive to creativity in the relatively less structured and freer atmosphere of our classrooms.

RECOGNIZING THE ABLE

Probably few teachers today would hold to the stereotype of the undersized, sickly, one-sided "child genius." The work of Terman, and others, has indicated that children who are superior in intellectual ability tend also to be superior physically, socially and temperamentally. It is not known, however, to what extent this over-all superiority stems from the effects of living conditions in the higher socio-economic level at which most of these students are found. Clearer evidence as to the influence of the environment in the development of able children would

call for a rethinking of the assumptions on which we have based special educational approaches and methods, such as homogeneous grouping. At any rate, the importance of providing a stimulating learning environment for all children would seem to be defensible, even with our present level of knowledge.⁷

In spite of our knowledge about the general superiority of gifted children, parents and teachers often are not able to identify them. It has been estimated that the ability of half or more such children is not recognized. It appears to be much easier to discover the dull child, perhaps because gifted people are capable of "average" behavior while dull persons are not. Also, many gifted children live in situations which do not encourage verbal, academic or ingenious behavior. As Freehill states it:

Giftedness is most likely to be discovered in the environment which encourages intelligent behavior and by the adult who has looked at all behavior in order to locate the pieces which provide for the greatest manifestation of intellectual ability.⁸

Teachers may be confused by the child who is an underachiever. When conditions are not challenging, some bright students may withdraw and refuse to take part in classroom activities at all. Others may rebel, deliberately or unconsciously making themselves disagreeable. It is also possible for an able student to sit through regular routine passively, merely tolerating school, and then to carry on interesting outside projects from which he gains his major satisfactions.⁹

Another difficulty may be the fact that the bright child's ability may go unrecognized in certain respects, because he is younger than others in his class group. Terman would have missed twenty percent of the bright children nominated for his study of one thousand gifted youngsters if he had not asked, "Who is the youngest child in your room?"¹⁰

An interesting point, particularly applicable to senior high and college students, is that persons of average intelligence tend to reach their approximate maximum ability at an earlier age than gifted people. This is in accord with the biological observation that more complex organisms require a longer time to reach maturity than do the simpler organisms. The student of superior ability, therefore, may

be less mature in terms of his own developing ability, than will his less gifted friends.¹¹

Perhaps changes in our educational practices planned to consider the needs of early- and late-maturing students would be as helpful as changes made in terms of an individual's demonstrated ability at the moment.

THE FOUR FACES OF INTELLIGENCE

Many times we tend to forget that gifted children differ among themselves as much as they differ from the less able students. Elizabeth

Drews¹² conducted a series of studies in the public schools of Lansing, Michigan, and Buffalo, New York, which included case studies and many tests of about a thousand gifted adolescents. In trying to find ways to organize her data, she finally decided on a formula which categorized her subjects into four groups or classes. Subsequently, she found that five hundred superior high school students were able to classify themselves and their friends as fitting into one or the other of these "types."

* The High-Achieving Studious

These young people tend to conform to teacher demands and suggestions. They work hard, and typically put their school work before their recreation. They like specific assignments, well-organized courses, and definite course goals. They learn for a purpose, usually an extrinsic purpose, such as grades or the teacher's approval, rather than for the pure pleasure of exploring ideas.

* The Social Leaders

These students are popular with teachers and pupils. They tend to be attractive, well-built and well-coordinate. Cheerleaders and athletic stars may fit in this group. Clothes are important to them, and also community service in well-accepted causes. They are supporters of the "Teen-Towns," the Christmas seal drives, and the "Keep Our School Clean" campaigns. But usually, they are not as actively concerned with the relief of distress beyond their community limits.

* The Creative Intellectuals

There are more of the extremely gifted students in this group than in the other categories. They tend to be individualistic, not too well accepted either by fellow students, or by teachers. They are usually original as well as fluent on "creativity tests." Students in this group typically combine scepticism with idealism. They want to discuss basic philosophical and moral issues. Their interests are intense and tend to be "off-beat." They read a variety of materials, from comic books to Freud. Though often possessors of a developed "social conscience" and humanistically inclined, students in this group are seldom socially adept. They rarely date in high school.

* The Rebels

This group is very small. Although individuals classified in it may be very bright, they tend to do poorly in conventional school work. Most "rebels" are boys, and their distinguishing marks are nonconformity and a generally negative reaction to life. They are predominantly of lower-class origin and do not place much value on things, either social or intellectual. However, many are very skillful with their hands, and they can sometimes be challenged to develop technical skills.

Drews felt that the proportion of gifted students who would fit into the different categories would vary in different schools and communities. In her group approximately 60% of the students claimed to be studious high achievers, 20% said that they were social leaders and 20% exhibited the identifying marks of the intellectual. She also raised the question of the possibility of change and movement among types.

IMPLICATIONS FOR THE TEACHER

It would be interesting to try to classify our bright students under these headings. Of course, such types cannot be considered "pure," and many talented children would probably have to be categorized as combinations of types. However, we might guess that most of the able students with whom a home economics teacher would be dealing would be representatives of the "high-achieving studious" or the "social leader" types.

It might be hypothesized that certain changes in the attitudes or behavior of girls in these groups could make them happier and/or more effective members of our democratic society. For example, we might try to help the high achievers be a bit more free and spontaneous, and a little more tolerant of the less highly structured situation which can stimulate creativity. Perhaps we could encourage a girl of this type to pursue some problem, not because an answer is required, but because she really wants to know. We might help her set some assignments and goals for herself, rather than expect her merely to conform to our ideas. As a first step in this, we might develop some alternative assignments from which students could choose their preferences.

The "social leader" may be the president of our FHA. We could work with her to help her put more depth into the club activities. Exposure to people and problems of other cultures and social classes may stimulate her to develop broader interests and more concern for world problems. We could show her the consequences of materialistic values and help her get satisfaction from activities which do not depend so much on tangible possessions.

Members of both of these groups of girls could profit from some emphasis on aesthetic values; from classroom experiences linked to music, to art, to literature; and from some encouragement and opportunity to express personal interpretations and meanings.

The "intellectual" is not likely to be found in the ordinary high school home economics class, but the "pre-intellectual" type may be found in our junior high groups. If we can enjoy her imaginativeness and her sense of humor and take her intense interests seriously, she ought at least to develop a generally favorable attitude toward the study of home economics. We should try hard not to squelch her developing curiosity and her passion to know. If time and the ability level of a group does not permit the extensive study of some topic in class, we can at least suggest some sources for the bright child's further reading, and then discuss the material with her, outside of class, if necessary. Often these students

are most interesting conversationalists, and the educational benefits of conferences with them are not exactly one-sided!

Such a girl is apt to be quite vocal and to have definite opinions. So when she questions our judgments or decisions, we can set an example of maturity by listening courteously and by helping her to express her disagreements in constructive ways.

THE THREAT OF FAILURE

Not all gifted students will have the ability to do exceptionally well in the manipulative aspects of home economics. Intellectual superiority does not always carry over into manual skills. When this is the case, a bright girl may be faced, perhaps for the first time in her school experiences, with a situation in which she is not "at the top of the class." Frustration and resentment may be the result. An easy and common rationalization of the difficulty is to adopt the attitude that sewing, for example, (and by extension, home economics), is not a worthy subject of study. If the parents encourage this conclusion, the student may become even more antagonistic. Since such attitudes are often contagious, a whole class may be affected.

The teacher needs to be sensitive to this possibility and to watch for signs that such an attitude is developing. She can help all her students feel free to accept themselves as persons with strengths and weaknesses. She can ease the frustration of the less skillful by encouraging the setting of reasonable standards, by simplifying techniques, and by giving a little extra help over the hard spots. Praise for persevering effort, and support when discouragement is evident, will be useful.

In a conference, one can sometimes help a girl to see values in a less successful experience. Such generalizations as the following may be developed:

*If we only try to do things we are already good at, we may miss many interesting experiences.

*One may feel a sense of satisfaction and achievement from overcoming obstacles.

*We can find pleasure in sewing, even if we can't do it as easily as some.

*Doing things that are not easy for us helps us to understand other people better when they have trouble in learning.

*Knowing how to do something is not the same as being able to do it skillfully.

SUMMARY

GENERAL CHARACTERISTICS OF MANY SUPERIOR STUDENTS

1. Advanced in several ways

physically, socially, temperamentally, as well as
intellectually superior
tend to be free from serious physiological or
psychological weaknesses
have "drive" and a high energy level

2. Able to communicate easily

write and speak fluently
use words accurately
read quickly and with understanding
like to express thoughts and ideas
have wide range of information

3. Responsive to environment

alert, aware, curious
want to know causes and reasons for things
show interest in a variety of subjects
demonstrate insight
see humor in situations

4. Able to carry out advanced mental processes

generalize, compare, recognize relationships
predict, do inductive as well as deductive thinking
speculate on moral and philosophical questions
memorize rapidly and learn with little practice
like to try difficult tasks
able to transfer knowledge and experience to new situations

*Transferability may be used as a "criterion to separate
glibness or memorized smartness from genuine precocity."¹³

5. Critical of self

able to analyze abilities, limitations and problems
set standards for self and others
want to serve
conscientious and trustworthy--strong sense of
responsibility

6. Resourceful and imaginative

can plan work with little direction
 use unusual methods and ideas
 show originality in problem solving and in writing
 individualistic
 inventive
 foresighted

7. Emotionally stable

poised, able to take charge of a situation
 not easily discouraged by failure or difficulty
 persistent
 self-confident

8. Socially eager

sensitive to needs of others
 friendly, adaptable
 desire to excel
 inclined to prefer older companions

Of course, we need to recognize that this list doesn't give a complete description of the gifted child. One of the major characteristics of brightness is variability, and no one individual can be expected to show all of the above traits. But able persons usually exhibit many of them and the teacher can use the list as a help in identifying the students in her class who may be really superior. Further study will be needed in order to make an exact judgment.

It is advisable to use many measures before making a final identification. Often talent is "hidden," particularly when a child has not been in situations which permit and encourage rapid learning. Many children from the less privileged groups in our society have not had such an environment. And they may not have it in school, either!

School grades are apt to be deceptive because they are influenced by factors other than intelligence. Girls are often favored. Teachers tend to underrate the inquisitive, the doubting, the independent and the active," and there is a "consistent tendency in our society to resent or undervalue those who succeed easily."¹⁴

Even testing involves many problems. Complex behavior is less closely tied to external and observable behavior.

Standardized questions are not likely to elicit complex and inventive behavior, and if they should, there can be no standardized answer.¹⁵

Thus, the measurement of complex and multi-dimensional traits is less apt to be accurate. Several commonly used intelligence tests are held to have

a comparatively low upper limit. In this case errors would be likely to result in understatement of the ability of the person being tested.

Robert DeHaan suggests the following to be included in a total program for identification of bright students:

- *Early group tests for rough screening
- *Individual tests for those who rate high in the group testing
- *Tests of specialized abilities such as musical and mechanical ability
- *Interest inventories
- *Achievement tests
- *Personality tests
- *"Work samples" of writing, art work, etc., to assess creative abilities
- *Teachers' observations
made with observation guides and with training in using these first
- *Children's observations of one another¹⁶

In recent years many school systems have been making more of an effort to identify all of their gifted children, and to provide more challenging experiences for them.

WORKING WITH SUPERIOR STUDENTS

Some bright students are problems to their teachers. The very qualities which indicate giftedness may be disrupting in a classroom set up to operate in a conventional manner. Sometimes, also, these qualities are irritating to other students, as well as to the teacher. Both may be somewhat unconsciously jealous of the highly gifted. Or a teacher may feel that the good student will learn anyhow, and does not really need her help.

But able students do need teachers. They have problems with which teachers can help. A friendly, understanding teacher can have a great influence in the life of a bright child. The gifted have long memories and may cherish for a lifetime a few words of advice or a bit of help over a rough place.

We might consider next a few of the specific responses which a teacher might make to students who show some of the characteristics listed in the previous section.

For those who

*learn quickly and with
little repetition

Don't assume mastery too quickly. Check first--then encourage depth learning. Give them chances to generalize and apply.

*read with rapidity
and understanding

Encourage them to vary their reading diet and to read more challenging things. Discuss ideas from your reading with students and suggest articles or books which you have found stimulating.

When one bright girl came back from the library with an arm load of books of the "teenage romance" variety, the home economics teacher asked casually, "Why are you eating only dessert?"--and went on to give a word of advice about book selection. Two years later, ready to graduate from high school, this girl look back on the incident as a stimulus to the wider and more satisfying reading habits she had by then developed.

*volunteer constantly
and always have the answer

When planning recitation lessons, construct questions of variable difficulty. Ask brighter students to generalize, infer, make evaluations, etc., instead of merely recalling information from the test.

For discussion lessons explain the concept of discussion roles--and then encourage the bright girl to try to play these different roles during the class period.

Help them gain satisfaction from drawing out other less vocal students, both in class, and in conversation.

*show great interest in
the "whys" and "wherefores"

Provide reading materials, such as college science texts, from which some reasons can be worked out. Encourage experimentation which might suggest answers to some questions, and show students how to set up demonstrations or present results for the benefit of the whole class.

*have great "drive" and high energy level

Keep them busy by suggesting challenging projects. Help them learn how to relax and release tension in constructive ways. Help them plan time for contemplation and "incubation" of ideas.

*have many interests

Show interest in their interests. Help them see how homemaking and motherhood can be a focus for many scientific, artistic and literary interests.

*are resourceful and imaginative

Don't insist on rigid assignment structure when they can see better ways. Encourage them to try new approaches to old problems and to put creative touches on "standard work"--a bit of original embroidery on the blouse--a story written for a particular child, an illustrated instruction sheet for using some appliance in the department, etc. Allow extra time when they desire to go beyond the minimum requirements of an assignment. Help them to identify the "sparks" for creativity by asking such questions as "What helped you to develop this new idea?" Help them to evaluate their creative activities by asking why these were satisfying.

*are stable, poised and self-confident

Use these traits to advantage by encouraging students to take responsibility and positions of leadership.

*want to serve and are responsible and trustworthy

Show them how to contribute to their class and school. Help them to analyze their abilities to find places where they can serve best.

*are very individualistic

Give approval to a thoughtful expression of ideas, even if you don't quite agree with the conclusions. Help them to distinguish between the times when conformity is necessary and those when freedom can be encouraged.

Help them to make friends by providing chances for small group work in class and FHA.

Teach the process of goal-setting and stress the importance of personal commitment to constructive values.

"If the gifted individual is to be productive and innovative, the culture must encourage, or at least be receptive to personal independence and autonomy."¹⁷

In contrast, our emerging values reward conformity and stress sociability and hedonism. They use results in the present time as a criterion of worth and encourage relativistic attitudes.

Getzels and Jackson maintain that the gifted individual, if he is to contribute to society in proportion to his talents, must instead be ready to work hard and to sacrifice present ease, and he must maintain firm commitments to his own standards and beliefs.

In conclusion, it might be added that a bright student can be a source of stimulation to the teacher. Enjoy her and learn from her!

In one senior home economics class, there were two able students, who were particularly interested in and talented in art. When an art exhibit of original works from a well-known museum was held at the university near the teacher's home, she invited these two girls to spend the weekend with her to visit the display. The three spent an afternoon with the twelve paintings, and the teacher, who knew little about art, was given a careful explanation of media, techniques, the special characteristics of the artists, and relevant art history. This was a rich experience for all concerned.

ADMINISTRATIVE PROCEDURES

Since our schools are typically organized in class groups, and since children vary in ability and achievement, there are many administrative problems to be considered, when one tries to make special provisions for the education of gifted students. Administratively, the various plans which have been suggested may be classified as

Acceleration
Ability Grouping
Enrichment

A home economics teacher may find herself in a school where any one of these is practiced. It may be profitable, then, to consider each plan, and explore some of the ways in which our teaching could be adapted to it. We might remember, though, that some schools try to combine two or all three of these approaches.



Academically talented students can engage in independent study, individually or in small groups. The results of their research or special projects can often be shared with the rest of the class.

ACCELERATION

There are several ways of speeding up the educational progress of a child. Historically, grade skipping has often been practiced. This is now generally considered less desirable, except in selected cases where a student is socially and physically, as well as mentally, advanced. Many educators feel that mental development cannot be forced any more than physical development can be speeded up. Some schools have introduced the "rapid progress" plan in which nothing is skipped, but children are allowed to proceed at a faster pace, sometimes by covering the work of two years in one year, or three in two. Ungraded rooms, provisions for independent study, or the addition of subjects to the regular schedule are other ways of encouraging more rapid learning, as well as depth.

At the high school and college level, students are being counseled to take heavier course loads. In some places the school year has been lengthened, and a number of colleges have gone on year-round operation. High school summer sessions have become more common, and the larger high schools frequently offer college-level courses, which will permit high school graduates to enter college with advanced standing in certain courses. Early admission to college, or to grade school, also serves the purpose of acceleration.

ABILITY GROUPING

At one time, ability grouping in the schools was considered as an extremely "undemocratic" practice, and was resisted by teachers, parents and students, as well as by professional educators. With the increasing emphasis on the talented student, and the growing agreement with the idea that there is "nothing quite so unequal as the equal treatment of unequals"¹⁸ some school systems have become more willing to experiment with "tracks." However, there is a tendency to keep these tracks flexible. In schools which are large enough, students are more likely to be grouped subject by subject, with the groupings changing as their needs change, rather than to be assigned permanently to a given level.

The arguments against homogeneous grouping are still many. A major line of criticism maintains that grouping hinders character development and causes social maladjustment. The segregated gifted are asserted to develop a snobbish sense of superiority, and to fail to develop the understandings and skills needed to live in a democratic society. Those in the slower groups are said to become hostile toward the more able, and to be deprived of the benefits of watching and learning from the brighter students. Teachers sometimes oppose ability grouping because they feel that the quality of a teacher's work may be thought to be indicated by the level of the students whom she teaches.

The proponents of homogeneous grouping counter with the argument that students who have to work hard to keep up with classmates of a similar ability level do not feel superior, but rather get a better perspective of their own worth and actual potential. It is maintained that grouping avoids one of the difficulties of acceleration by making possible mutual stimulation and keen competition without forcing a gifted child beyond his depth socially or emotionally. Lack of challenge, often present when a child is too advanced for his grade group, is asserted to result in psychological under development and neural inadequacy. Further, it is argued that grouping is equally desirable for the slow student, who often feels hopelessly left behind in the average class.¹⁹

Copley²⁰ states that working teachers who have had experience with ability grouping favor it.

A homogeneous group...is easier...to handle, learns more readily, works together better, creates fewer discipline or personality problems than does the unselected class, and ...this is true not just of the top group but of all groups including the lowest and slowest.

Operating at a speed comfortable for them all...they stimulate each other horizontally, so to speak, in a way far more effective than any vertical stimulation, from bright to slow, could provide.²¹

There seems to be increased support at all levels for the practice of ability grouping. The real question, Copley says, is not whether there will be grouping, but whether it will be carried out systematically or not, and what plan will be used. He concludes that

The lesson of experience is that ability grouping, if practiced with wisdom, good sense, and a due regard for human feelings, is beneficial to all groups. (There is) more learning and better learning, and greater satisfaction to the student.²²

ENRICHMENT

Probably the least controversial method of handling the program of the gifted student is that which prescribes the use of enrichment within the regular classroom. In a few places "group enrichment" has been attempted. Advanced students from several schools may be brought together to attend a special class, or community agencies may sponsor clubs or seminars. Usually, however, enrichment is thought of as an individual activity carried on either by the regular classroom staff or by a special teacher who works both with the regular teacher and with students outside of class.

It is recommended that enrichment provide breadth and depth and that it not be just an additional quantity of work which the child already knows how to do, provided for the purpose of keeping him occupied during school hours. It should not be a certain program or series of planned



A fast learner can demonstrate to all or part of the class, gaining experience for herself and freeing the teacher to work with some who need special help.

exercises through which each student progresses in a certain sequence but rather should be

so organized as to help a given youngster

- develop his known abilities
- explore further his professed interests
- delve into areas that may provide new and profitable interests
- increase his knowledge and understanding of himself, his society, his world, and his personal ability to contribute to a good life.²³

One reason that there is little controversy over the practice of enrichment may be that it requires a minimum of change in educational procedures. In fact, since providing for individual differences is always stressed in teacher education, enrichment may be considered to be a part of the teacher's normal work just as the provision of repetitive practice for the slow child may be thought of as a part of that work.

Other persons see an advantage in the fact that individual projects benefit not only the able students, but the rest of the class as well, and that, therefore, there is an improvement in the total school program. Since the work is entirely individualized, others see it as an unusual opportunity for original and creative work which is free of the high pressure and the demand for speed which students may feel in the competitive situation of the homogeneous group.

Those persons who oppose acceleration on the grounds that "valuable learning experiences are not necessarily a part of a certain sequential approach to a subject"²⁴ usually approve of enrichment, while those who oppose homogeneous grouping may take the position that enrichment can provide in the regular classroom all of the stimulation needed by the bright child.

Since enrichment does not reduce the time needed to complete the period of schooling, it is not satisfactory to those who feel that an important problem is getting bright children into "production" at an earlier age. The extra education gained is not felt to be as valuable as the time which can be saved by acceleration.

Probably the greatest disadvantage of depending on enrichment to meet the needs of the gifted child is that it tends to be neglected. Like other persons, teachers are inclined to follow the principle of least effort. It is easy to overlook the bright child and to become so absorbed in routine activities that enrichment projects are forgotten.

IMPLICATIONS FOR THE TEACHER

Acceleration may mean that we have a bright child or two who is chronologically younger than the rest of the students in our class. This may not create much of a problem academically, but when it comes to skill learning, the situation already noted may arise. If each class

member is helped to choose a project suited to her particular level of ability, some of the difficulty may be prevented.

In schools which have a "rapid progress" plan the teacher may find herself with a whole group of students who are younger than those for whom a particular course of study was originally set up, and some adjustment of content may be necessary.

Students who are speeding up their high school work may be picking up home economics as a fifth or sixth subject, and they may not think they have the time, or may not be willing to spend much time, for outside study.

Finally, home economics may be added to the high school summer school schedule, and this would mean that an intensive, speeded up course to fit into the short time period would have to be developed.

Ability grouping in a school may or may not make a difference in the composition of the home economics classes. In "across-the-board" tracking, or in places where the entire school population is composed of superior students, the home economics groups will also be homogeneous. In this case, the teacher will have to plan her work with the special characteristics and needs of such students in mind. Basically, the philosophy behind ability grouping implies not merely a difference in the pace of the class but a difference in course content and goals as well. Some suggestions for activities in such classes will be given later on in this issue.

In other schools, students are grouped according to ability for such courses as English, mathematics and science, but are grouped heterogenously in other classes. Home economics is usually included in the classes with heterogeneous groupings. Here the teacher has the usual problem of a wide range of difference in both intellectual and manual abilities, but she may also have some additional problems with attitudes and motivation, depending on how the students feel about the grouping system in the school as a whole.

Finally, even a school which is not fully committed to ability grouping may be willing to offer a special home economics class for the college bound. In the past few years a number of teachers have developed course outlines for this purpose. A discussion of the problem and suggestions for units will be found in Vol. IV, No. 8 of the Illinois Teacher "Special Home Economics Offerings for the Academically Talented." Anne Watkins Kozek and Irene E. McDermott have also described a course for the intellectually gifted in an article in the April, 1961, issue of the Journal of Home Economics. And the new Illinois State Curriculum Guide is expected to contain a plan for such a course as well as content suggestions for the semester "interest courses" which also draw college-bound girls and boys.

Enrichment, of course, can be practiced in any class, anywhere.

An enriched program is one in which depth and breadth are added to regular classroom work. It means that the

gifted student is provided with a greater variety of new learning situations, materials and activities designed to give him the depth and range of educational experience that he requires for his fullest development, not that he is given more of the same kind of materials or activities that represent the regular program. The teacher will see that books and materials which will encourage the student to branch out and go beyond the required content of the course are readily available. The enrichment program does not mean that the gifted student should not acquire the basic knowledge and skills required of all home economics students. Rather, it recognizes the fact that the gifted student will want more complete answers and explanations to her questions of how and why. If resource materials are available, the teacher can stimulate the students to find answers to their questions from authorities and research reports.

Furthermore, ...gifted students are capable of performing experiments and observations, and if the materials are available, they should be encouraged to make use of this ability. Therefore, it is desirable for the home economics department to have related art materials, a science kit, a microscope, filmstrips and projector, record player and records, tape recorder, and similar resource materials and equipment or at least have access to them from the departments in the school. In providing an enriched program, the home economics teacher is expected to create a setting in which experimentation and flexibility are encouraged and allowed. Furthermore, her originality and creativity in devising motivational and instructional techniques to guide and challenge superior students will affect the quality of her entire program.²⁵

SOME POINTS TO CONSIDER IN PLANNING ENRICHED PROGRAMS FOR SUPERIOR STUDENTS

"The urge to do, to accomplish, to show accomplishment may interfere with the proper education of gifted children--the goal-blinded learner doesn't evaluate himself--does not readily turn from considering ends to contemplating means--doesn't substitute inventive behavior for familiar habits."²⁶

"Competition is not specifically more useful (for these students). Identification and emulation are major motivations."

"The capacity to know stimulates the need to know."

"Extrinsic motivations are not needed so much because bright students see purposes and goals. They recognize their weaknesses and want to overcome them."²⁷

Constant activity is not necessarily a measure of an adequate learning experience. "Creation often follows periods of contemplation or withdrawal."

But neither do we want to encourage habits of idleness or rejection of all routine.²⁸

Copley sounds a note of warning in connection with enrichment which "may degenerate into pseudo-intellectual play with more emphasis on pleasure and enthusiasm than on learning." Citing the "danger that students may be introduced prematurely to aspects of a subject that depend for their proper understanding on a thorough mastery of fundamentals, he gives as an example the difficulties involved in setting a group of high school students to conduct a survey of public opinion. He suggests that even to use the term "research" in describing enrichment projects is very misleading:

If it is true research, it is likely to be premature; if it is not true research, it is almost certain to mislead the student as to what research really is. Talented and imaginative young people have an almost fatal facility for seeing how a problem is bound to be answered; set them somewhere near the end of the problem and they will work out the final steps with great joy and dispatch. But ask them to start at the beginning and--like the genuine scholar or scientist--work out the whole solution--step by step and they are quickly bored. The former they do with ease; the latter they must be compelled to do. Enrichment is valid as an educational technique only so long as it compels intellectual discipline, and, so to speak, keeps its eye on the educational ball, which is progressive mastery of subject matter; lacking careful control, it is likely to descend to wave-top skittering as is acceleration, and the fact that the skittering is done off course instead of on course is no great advantage. Enrichment cannot be justified solely as 'study in breadth'." ²⁹

We may not agree with Copley on all points, but we can surely see that there are possibilities for superficiality in our enrichment programs. He also has some stimulating things to say about "critical thinking" and the learning process.

Learning is not a social activity; it is a lonely business--the greater the learning, the greater the loneliness--(It is) not fun, though it has its moments of joy and exhilaration, but hard tedious work, often exasperating and commonly discouraging--full of repetition, of dull fact-gathering, of monotonous checking and re-checking of details. It demands discipline--(and) endless memorization, for the learner will never have time for the final step to understanding if he must be forever running to his reference books.³⁰

GENERAL SUGGESTIONS FOR ADAPTING MATERIALS FOR THE USE OF ABLE STUDENTS

1. Get students involved in planning--at least they should be aware of what the expected learnings are.

2. Organize lessons around a problem or a purpose.
3. Capitalize on the ability of these students to

plan	-	rearrange	-	observe
reason	-	organize	-	report
generalize	-	transfer	-	illustrate
discover principles	-			discriminate
draw conclusions	-			

Plan to give practice to improve their abilities in these things.

4. Provide conditions which encourage experimentation and exploration based on student ideas.
5. Place special emphasis on
 - reading skills
 - individual study
 - use of many resources, including original sources
 - orderly disagreement, on basis of study and evidence
 - appraisal of opposing view points.
6. Work for increasing awareness of the learning process on the part of the learner.
7. See that students have a share in periodic evaluation of their work.

GUIDING INDIVIDUAL STUDY

Much emphasis is placed on teaching the superior student to study "on his own." Although varied approaches may be suitable for different purposes, a systematic way of gathering information about a topic is a skill often needed, and one which will greatly aid in individual exploration. A method adapted from that used in the classes of Professor R.H. Simpson of the College of Education at the University of Illinois can be taught to a class or to individual students for this purpose.³¹ This technique can be used successfully in preparing a report, a talk or series of talks, or a term paper, as well as in getting a background for personal experimentation or projects.

Problem identification is the first step in this operation. If students are expected to select their own problems, some will have difficulty and the teacher may use various types of tests, inventories, questionnaires, problem censuses, etc., to aid in the process. Sometimes a problem may be an assigned one. A teacher might make such an assignment for the purpose of teaching the process.

If the choice of the particular problem for study is up to the student, the teacher will also want to help him use criteria for selection.



A gifted student in a home economics class for the college bound confers with her teacher about an individual problem.

Questions such as the following can be used to test the suitability of the problem.

1. Is it a problem that interests me?
2. Will the study of this help me now or later?
3. Is this taught somewhere else in school?
4. Is this problem too easy or too hard for me?
5. Is this something I know already?
6. Are materials available to help me with this problem?
(A little exploration may be necessary in order to answer this question.)
7. Will I be able to show some results of my study of this topic?

After a suitable problem has been chosen, a working outline is prepared. The problem topic is divided up into aspects which can be phrased in question form. For example, a junior high student who was working on a report on Vitamin A might use the following working outline:

1. What does it do for the body?
2. What foods are the best sources?
3. What are the signs of a deficiency?
4. How much do we need each day?
5. Are other food elements needed to work with Vitamin A?
6. How should foods be prepared to keep Vitamin A at a high level?
7. What other interesting information can I find about this vitamin?

Of course, the working outline can be adjusted to the purpose and level of the student. Another person might use questions about the discoverer of the vitamin, its chemical composition, methods of calculating the amount in foods, etc.

If the topic chosen is more behaviorally oriented, the outline questions will need to be stated a little differently, but the question form can still be used. Definitions, suggestions for solutions of various aspects of the problem, advantages or disadvantages of certain procedures, conclusions of certain investigators, etc., can be made the subject of questions.

Each question of the working outline should then be copied at the top of a sheet of typing paper (or on a card, if the student prefers to work

with these). An initial choice of references is made with the help of library resources, and the student is then ready to begin selective reading and note-taking. To do this most efficiently, he should make use of the table of contents and indexes in books, and of paragraph and section headings in books, magazine articles and pamphlets. He should then skim quickly the parts related to his topic. When he finds an item relating to one of his outline questions, he should first decide whether it should be noted at all, and next, if he decides to make a note of it, whether it should be paraphrased or quoted exactly. A note is labeled with a number assigned to the reference, and the number of the page on which the information appeared. It is also helpful to include the author's last name.

The complete bibliographical data for the work is entered on a separate reference sheet. If one book or article contains material related to several of the questions, the notes are separated by being placed on the appropriate sheets. More sheets may be inserted as necessary, numbering them 1a, 1b, 1c, etc. Sometimes as one works with a topic, he finds it advisable to add certain questions and delete others. This can easily be done, when one is working with separate sheets.

When one has exhausted his available resources, or what is more likely, his available time, he can study his notes, question by question, and use the information to prepare his paper, talk, etc. If the study was undertaken mainly for personal information, a summary of each question can be prepared. It is important to do some "pulling together" or organization of the information gained from this form of study.

Refining the Technique

A student should become more proficient in this individual study method as he practices it. The teacher can encourage him to improve his work by helping him to evaluate his methods of operation. She should show him how to condense his notes by leaving out nonessential elements, and by avoiding multiple notes with the same idea. She should help him become more skilled at paraphrasing, and remind him of the importance of exact copying of quotations. As he gains information on a topic, she can encourage him to be more critical in evaluating the content of the notes, and can help him to see implications for further study and/or behavior. Later on, the major emphasis may be placed on this process of critical analysis and the formulation of generalizations and action proposals.

Students may also be encouraged to study from a variety of sources. Information about subjects related to home economics may be obtained from books, magazine articles, pamphlets, personal interviews, radio and TV programs, advertisements, catalogs and observations in stores, homes, etc., as well as from simple experimentation for some topics.

Evaluation of the method of work, as well as of the finished product, is important. Students may learn from evaluating the work of others as well as their own. Judgments may be based on such points as the number of references, the variety of the references, the completeness of the bibliographical data, the organization of the outline, the clarity of the

objectives, the quality of the reactions or evaluative comments and the number and practicality of the applications made.

Able junior high students can use this technique successfully if guidance is given and the topics are adapted to their interests and purposes. Summaries might be simpler, but they should still require organization of material and some careful thought about the information collected. The teacher might suggest such forms as these for finishing up the study:

*A list of new things I learned.

*Points where I agreed or disagreed, and why.

*A paragraph for each question summarizing my findings.

*Changes I plan to make in my behavior as a result of this study.

Reporting to the Class

Experience in presenting information to others is especially important for superior students. During such reports class members can gain additional valuable practice in notetaking and evaluation techniques. Some guides will be helpful in focusing attention on the points to be checked, especially when students are new to the process.

The following guides were developed with a class of gifted seventh graders. The students worked in pairs to gather information about an assigned vitamin or mineral. Then each group chose a food product rich in the particular nutrient and found a recipe containing the product which could be prepared in the available time. The teacher gave help as needed in locating sources, planning time schedules, etc. On an assigned day, the report-demonstration was presented to the class, and the audience used these sheets for purposes of evaluation.

REPORT RECORD

Topic of report: _____

Food demonstrated: _____

Names of reporters: _____

Main ideas:

1. Who discovered the nutrient?

2. What does it do for the body?
3. What will happen if we don't get enough of this nutrient?
4. What foods are rich in the nutrient?
5. How much is needed each day?
6. What special techniques are needed to keep this nutrient in foods?
7. What other information was given?

JUDGING THE REPORTS

Topic of report: _____

Food demonstrated: _____

Names of reporters: _____

Give evidence for your answers, wherever possible.

1. Did they have good posture?
2. Did they hold the attention of the class?
3. Did they speak clearly?
4. Did they stay on the subject?
5. Did they answer all of the questions?
6. Did they explain technical terms?
7. Did they present their material in an interesting way?
8. Did they answer audience questions clearly?
9. Did they plan their time and stick to their plan?
10. Were they neat about their work?
orderly table?

10 (continued)

careful measuring?

clean aprons?

11. Did they seem to know exactly what they were doing?

12. Did each do an equal share of the work?

13. Did they cooperate without interfering with each other?

14. What was your opinion of the product?

appearance?

15. What was the most interesting thing you learned from the report?

(The students who gave the report used this sheet for evaluation, also, substituting "I" for "they" and adding the answer to this question: "How could our report have been improved?"

JUDGING MYSELF AS A LISTENER

Topic of report: _____

Food demonstrated: _____

Names of reporters: _____

1. Did I sit where I could see and hear?
2. Did I settle down quickly at the beginning of the hour?
3. Did I listen carefully to all of the report?
4. List questions you asked:
5. Did I have my paper and pencil ready to take notes?
6. Did I take orderly notes--organizing them as I wrote?
7. Did I take careful notes so that I was able to answer the questions under "Main Ideas in Report"?
8. Was I courteous in tasting the product, without grabbing or making unpleasant remarks about the food?
9. Did I try a little of the product even if I was unfamiliar with it, without making faces?
10. Did I put my chair in place and do my share to leave the room in an orderly condition?
11. What one thing will I do to improve my listening to the next report?
12. What did I observe in this report that I can use to make my own report better?

SOME OTHER KINDS OF ASSIGNMENTS WHICH CAN STIMULATE THE SUPERIOR STUDENT

*Individual Field Trips

Each student is given a project to carry out by observation in a super-market, with additional reading or analysis based on the observations. Information gained can be reported to the class, using visual aids devised to illustrate the points made.

Examples of Projects

1. Examine the labels on cans of condensed and evaporated milk. What is the major differences between these two types? Find boxes of dried milk. How does it differ from the other two? For what could each of these types of milk be used in the home? How do they compare in cost with the various kinds of fresh milk? Which of these types of milk do you use in your home?
2. Name the fresh fruits and vegetables the store is selling. Are all these duplicated among the canned or frozen foods? Which fruits can you buy fresh only? Canned only? Frozen only? Which can be purchased in all three ways? What are some factors which determine your choice?
3. Compare the prices of the various sizes of vegetable shortening, of one type of ready-to-eat cereal (Don't overlook the small individual packages) and of canned peas. Record the unit price, the weight, and the cost per ounce. What do the facts you discover mean to a family?
4. Compare the costs of fresh, frozen and canned green peas or beans. Where can you find the number of servings each package will give? Strictly on the basis of cost per serving, which would you buy? Does anything else have to be considered?
5. Find three products sold in the store that are "multiple priced" (priced to be sold in units of two or three). In each case what is the saving over buying the items singly?
6. Labels, by law, must give certain basic information. Look at a number of them and try to decide what information is always given on a label. Find a product which has a label that gives storage information, one that gives a recipe, and one that gives the nutritional value of the product. Talk with your mother about the information she would like to see on a label, and how she uses what she does find there.

7. What varieties of apples is the store selling? How do they compare in cost per apple? Find the same information for oranges.

8. List all the types of canned cherries that are available. List all the forms in which canned pineapple is sold. Find what each type of cherries and pineapple may be used for.

9. List all the kinds of canned fruit that are available. Compare the prices of the different kinds (be sure to compare prices of cans of the same size). Or compare cost per ounce in each can. Divide the fruits available into two groups according to price. Why would some fruits be more expensive than others?

10. Go through the store and look for foods with which you are not familiar. List these and tell the class about them. Ask the store manager what changes there have been in the foods he sells in his store in the last five years.

*Thought Problems

These questions were devised to help students become more aware of the reasons for common difficulties in beginning clothing construction. All require an application of some fact or principle which the student is expected to know. In each case, she is asked to explain what might have been wrong.

1. You have pinned a seam for stitching. However, when you remove the pins you find that the holes where they were, stay open.

2. You have bought a Singer bobbin, but you find that it will not fit in the bobbin case of your Singer machine.

3. You want a piece of material on the bias. So you "tear out a bias strip." However, when you apply it to your garment, you find that it does not stretch appreciably.

4. You have a piece of material printed with rows of polka dots. You straighten it by pulling a thread across the raw edge, but this doesn't seem to help much. The bottom row of dots is only half there.

5. You have machine stitched a hem. But when you look at the right side, you find little loops of thread standing up from the material.

6. You have your machine threaded correctly, but every time you start to sew, the thread comes out of the needle.

7. Your machine seems to be operating perfectly except that the cloth does not move back under the presser foot.

8. You have threaded your bobbin winder correctly and loosened your stop-motion screw. When you operate the machine, the balance wheel runs, but your bobbin does not fill.

9. One day when you start sewing, your needle breaks, for no apparent reason.

10. You have sewed around a corner, but when you look at the stitching, you find that you have a curve instead of a corner.

11. At the end of a line of stitching, your thread becomes knotted and tangled, so that you have to cut it in order to get your material from the machine.

12. You have finished a line of stitching and have raised the presser foot, but when you pull on your material to remove it, it does not come, even though you pull as hard as you always have before.

13. You always wear your thimble when you sew by hand. But in spite of this, the tip of your third finger becomes sore from pushing the needle. Sometimes it even bleeds!

14. On one side, where your apron band runs into the end, you discover a "jag." Your tie end is one-half inch narrower than the rest of the band.

15. After you have washed your apron for the first time, you find that raw edges show along the seam of one tie end.

16. You turned under the edges on a pocket and stitched it on your apron. But after wearing the apron a few times, you discover raw edges around the pocket.

17. You have pinned your pattern on a piece of fabric. When you cut it out you find that you have to move the pins before you can cut.

18. Your pattern instruction sheet tells you to join first the notches numbered 1, But when you look at your material you can't find any notches.

19. After you have stay-stitched your skirt waist line, you find that you can't open the skirt out anymore.

20. On a gathered skirt, you find that there is a straight, nongathered place at the center of the back.

21. When you try on your skirt after basting on the band, the band pulls off before you have a chance to see whether it fits or not.

22. After stay-stitching, you find that your skirt waistline stretches more, instead of less as it should.

*Supporting Opinions

A group can be given a list of statements on which people will tend to disagree. Students can be asked to indicate first whether they are inclined to agree or disagree with the statement. They are then asked to find supporting arguments in favor of their stand.

For example, a discussion about the controversial statement

"Boys should help with the housework"

resulted, in one class, in the following list:

Agree

1. A husband may have to help in emergencies and should know how.
2. A boy needs to learn how much work there is to keeping a house.
3. In the army, a boy will need to know how to do some housework.
4. Many boys like this type of work.
5. If a girl cleans a boy's room, for example, she may disturb his things.
6. A boy makes some of the housework necessary.

Disagree

1. Boys have their own work and shouldn't be expected to do the girls' work, too.
2. Girls don't like to work outside. They prefer housework.
3. Boys don't know enough about housework to be of much help.
4. A boy is too sloppy when he does housework.
5. Other boys may make fun of boys who have to do housework.

The teacher needs to guide such discussions carefully. She needs to point out, for example, that a large number of reasons for a course of action does not necessarily indicate the wisdom of pursuing it. Some reasons carry more weight than others, so we need to evaluate such lists in terms of our basic goals and values. Students can also be asked to

compare the reasons with those given by adults who have had much experience with people and who have studied such problems.

A technique which might be found useful in helping students to weigh the pros and cons of an issue is to list these in parallel columns as we have just done and then assign comparative numerical values to the arguments:

1. Worth noting, but not very important.
2. Of greater significance, but it could be overlooked.
3. An important item which should not be ignored.
4. A major point which will be difficult to counterbalance.
5. An extremely serious consideration which probably cannot be ignored.³¹

The students will see that the judgments one makes about these rankings will be determined by the value hierarchy of the individual.

*Alternative Methods

A student teacher planned a very successful lesson in which she prepared a set of descriptions of common situations which led to conflicts in a family. Along with each situation went a brief description of one way of resolving conflict--compromising, taking turns, giving in to the other person, using authority, etc. The class was divided into groups, and each group acted out the situation with a solution, using the assigned method. The class then discussed the advantages and disadvantages of the various methods.

*Enrichment of Content

Irene Oppenheim has reported on an experimental nutrition education program conducted with academically able junior high school students

The outline of the course included food problems of people at home and abroad and their influence on health, the relationship of a balanced diet to health and energy, and translation of our present knowledge about nutrition into everyday living. Within this framework we included such things as a study of protein, the geographical areas in which the lack of protein is a serious problem, the relationship of this lack to the life of the people, the way in which we use protein in our bodies, the sources of protein in our daily diet, and how people in other parts of the world are meeting the problem of protein deficiency.

When we were studying a specific area such as protein we planned a variety of activities. Our planning was greatly facilitated by the cooperation of the science department which permitted us to use their laboratory facilities. Students analyzed foods to determine what type of nutrients they contained; they studied food structure under the microscope; they simulated the digestive process of nutrients to observe chemical changes that take place in digestion; they studied the effect of the lack of specific nutrients on rats; and they did some library research on the relationship of nutritional deficiencies to the living situations of people in various parts of the nation and the world.³²

TOPIC SUGGESTIONS FOR INDIVIDUAL STUDY, CREATIVE PROJECTS, OR SUBJECT MATTER FOR ACCELERATED CLASSES IN HOME ECONOMICS

The following suggestions are organized under broad subject areas in home economics and are also related to other academic branches of study in which a superior student might have a particular interest.

FOOD AND NUTRITION

History

Food and our holidays
Origins of some common foods
Famous men who have worked with food,
 Burbank, Booker T. Washington, those who discovered
 the vitamins, etc.
Food habits of a historical period, e.g., Colonial
The history of cookbooks

Economics

Food budgets and cost records
Comparative shopping to determine best food buys
Ways to equalize food supplies so that the undernourished
 may be better fed
Dietetics as a profession
Other work opportunities in food service

Science

Nutrition research
 How did we find out what foods are best?
 Studies currently under way
The effect of diet on physical appearance

Science (continued)

Deficiency diseases or the relation of
 food to disease
 The way certain foods are processed
 Planning diets for special situations
 Methods of determining the nutritive content of food

Sociology

Food habits in other cultures, or in various
 regions of the United States
 Ways of getting people to change food habits
 World nutrition problems
 Community work to improve nutrition
 Prevention of accidents in kitchen
 Teaching good food habits to a child

Art

Color schemes for kitchens
 Principles of arrangement
 Art objects used as decoration
 Flower arrangements for table centerpieces
 Artists who have used food as a subject
 Personal use of some media--to express something
 related to food, e.g., a still life

Languages and Literature

Foods (which we have adopted) from other countries
 Different names given to the same food in different
 countries
 Cookbooks as literary objects
 Famous descriptions of food in literature
 Personal creative writing about food
 Meaning of terms from other languages--used in
 describing foods

Music

Music written about food
 The relation of music (or noise) to digestion

HOUSING, HOME MANAGEMENT AND HOME FURNISHINGS

History

Relation of historical conditions to type of housing and
 furniture of the period

History (continued)

Homes with historical significance or those belonging to famous people, such as Mt. Vernon
 Personages after whom furniture styles were named, such as Queen Anne
 Lives of famous craftsmen and architects
 Furnishing historical restorations--such as Colonial Williamsburg

Economics

Public housing
 Comparative costs of various qualities of furniture and home furnishings
 The real-estate business
 Long-range planning for home financing
 The problem of consumer credit

Science

Man-made fabrics for upholstery, etc.
 Prevention of moth damage
 Solar heating
 Air conditioning
 Care of house plants
 Principles underlying the operation of equipment

Sociology

Housing at various social class levels
 Housing conditions around the world
 The relation of housing to delinquency, family interaction and stability, etc.
 Problems in urban renewal programs
 Housing for the elderly

Art

Selection of paintings for various rooms
 Landscaping
 Creative work for use as a decorative object in the home
 Coordinating the color schemes for all the rooms of a home
 Use of plants in home decoration
 Artistic effects produced by artificial lighting

Languages and Literature

Famous homes or estates in literature
 The homes of well-known authors

Languages and Literature (continued)

Poetry relating to housing of different types,
 from cottages to castles
 Literary description of furnishings to evoke
 particular moods

Music

Building a record collection
 Planning for built-in music reproduction systems
 Compositions related to the composer's home

CHILD DEVELOPMENT AND FAMILY RELATIONS

History

The change in the attitudes toward childhood
 Well-known families--past and present
 The history of child-labor legislation --or the Women's Rights
 movement
 The childhood of historical figures
 Family life at various periods of history

Economics

The family budget
 Cost of the special foods and supplies for a baby
 Variations in amount that can be spent on wedding
 Prevention of accidents to children

Science

Nutrition during pregnancy
 The care of premature babies
 Allergies in children
 The mechanisms of heredity

Sociology

Various forms of family structure in different
 cultures
 Community resources to aid families
 Problems of broken families
 The mother employed outside the home
 Child rearing practices in other cultures

Art

Paintings of family groups and of children
 Ways to encourage children's artistic ability

Art (continued)

Art media for use by children
 Taking children to art galleries, museums, etc.

Languages and Literature

Children's books
 Composing original songs or stories for children
 Reading as a family
 Language study for young children
 Well-known families in literature
 Analysis of the relationships in a book about a family

Music

Compositions dedicated to mothers
 Records for children
 Family groups of musicians
 Singing in the home
 Young people's concerts

CLOTHING AND TEXTILES

History

Origins of some articles of clothing
 Famous people who have given their names to clothing--
 or have worked with new fibers, etc.
 Costume changes through the ages
 The costume of a particular period in history

Economics

Clothing budgets and cost records
 Comparative shopping--What makes the difference in a
 \$5 dress and a \$50 or a \$500 one?
 Professions related to textiles--designer, buyer,
 salesperson, textile chemist, etc.
 Values of trade marks on clothing
 Where is clothing made? What are some problems of the
 garment industry?

Science

Man-made fibers--newest developments
 Work of textile-testing laboratories
 Chemical processes in cloth manufacture, bleaching,
 dyeing, waterproofing, etc.
 Finishes to improve qualities of traditional fabrics

Sociology

Clothing worn in other cultures
 What makes styles in clothing change?
 Teaching children to care for clothing, to select
 their own clothing, etc.
 Agencies which deal in second-hand clothing--
 extent and need--Who uses?
 Should we have few clothes of high quality or
 more changes of lower quality?

Art

Use of textiles in home decoration
 Color schemes for costumes and wardrobes
 Expressing oneself in art by block printing,
 textile painting, etc.
 Use of crafts to make jewelry, accessories, etc.
 How patterns for textiles are developed commercially
 Decorative stitches that can be made
 Ways to add distinctive touches to ready-made or hand-made garments

Languages and Literature

Descriptions of clothing in literature
 The use of clothing descriptions by authors to
 express character and personality
 What is a good label? What words mean little or nothing
 on labels?
 Clothing styles that took the name of literary characters--
 "Little Lord Fauntleroy," etc.

THE SPECIAL PROBLEM OF THE GIFTED GIRL

Many societal pressures combine to discourage the bright girl from developing her talents to the fullest extent. At present, the world of learning is still almost entirely shaped by men, and little provision is made for woman's special needs and potentialities. That she does have special needs and potentialities is an age-old belief which is beginning to be supported by research. Margaret Mead has suggested that coeducational programs will be satisfactory only if boys and girls are permitted to emphasize differences in approach, in time perspective, in interest, and in imagery and cognitive style. Perhaps we do not need to re-examine the coeducation which has translated the "equality" of the sexes into non-differentiation between them. A bright girl may be perfectly capable of keeping up intellectually with her male classmates, but commonly, in our culture, she doesn't really want to. Often, with her concept of the challenge to be found in marriage and parenthood greatly distorted, she does not even see that some mental preparation could help her more effective in these roles, too.

Research on the attitudes and needs of intellectual women is greatly needed. Would educational procedures and criteria for success which are different from those set up for men, be desirable? If we could accept different patterns of study, we could allow for the interruptions necessary for family responsibilities, and take advantage of the contributions which the experiences of motherhood, home management, etc., can make to certain careers. Of particular interest are the grants for graduate study which some universities are now making to mature women. It would seem that home economists might work with psychologists and sociologists to find answers to some of the problems involved.

The field of home economics itself, may be considered to have certain special strengths as an area of study for women. Could we help some of the bright students explore some of these values?

**Subject matter intimately related to the homes and families which are the concern of the feminine person in our culture, even of the gifted woman.

**A philosophy based on concern for the importance of the individual person,
on feelings as well as facts,
on the development of rewarding interpersonal relationships,
and on the application of knowledge to universal problems

**Preparation for a dual or triple role
Homemaker
Citizen
Professional

for a flexible type of employment,
which may combine with homemaking at one stage,
and be a full-time position later.
Knowledge and skills for personal as well as vocational use.

**Protected competition

An area in which one can use all her abilities, rise to her full potential, etc., without feeling that she must be always competing with men.

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teacher educators and state supervisors serve as consultants in workshops for elementary teachers; departmentalized work in home economics is offered in the upper elementary grades in some schools; junior high school home economics teachers are occasionally allowed time for consultant service to elementary teachers and pupils. However, for the most part, elementary teachers have drawn upon their own resources to provide the family living aspects of the elementary curriculum. Students and parents can be grateful to elementary teachers for having carried this responsibility with very little help from home economics educators in most cases.

Many communities have employed home economics teachers as regular elementary classroom teachers. Usually these women have family responsibilities which limit their job choice to one community. Finding that there is no current vacancy in home economics in that community, they obtain additional preparation and secure a position in the elementary schools. A county supervising teacher speaking before a regional meeting of home economics teachers commented favorably upon this source of teachers for the elementary schools. She mentioned the special preparation of these teachers in the areas of child development and family living.

Generally, teacher education institutions do not provide curricula designed especially for the home economics teacher or consultant in the elementary schools. Often the person who already holds such a position registers for graduate level home economics education courses or general education courses and through careful choice of topic for individual study tailors that course to her own needs. Many teacher education institutions offer non-major courses in home economics as a contribution to the elementary education curriculum. Elementary nutrition courses are probably the ones most frequently offered.

Home economics in the elementary schools is not a new concept. Even a casual review of the historical development of home economics reveals that some aspects of personal and family living were taught at the elementary level before the home economics field was even identified and named. Sporadic attempts have been made to establish home economics programs at the elementary level for a long time and in the last two decades some outstanding programs have evolved in city school systems. Despite the length of time the opportunity has been existent, the development of home economics in the elementary school has been halting.

The authors of this issue have attempted to include information which will be helpful to a variety of readers. Undoubtedly among the subscribers are some people who are working directly in the field of elementary home economics at the present time. There are probably also readers who are teaching high school or college home economics in cities where there are elementary home economics programs with which they are familiar. Other readers perhaps have no contact with home economics programs on the elementary level. Some readers live in urban areas where these programs seem to have developed more often; others work in smaller school systems where there has not yet been an identified need for home economics educators to work with the elementary school program. Teacher educators in geographic

areas where there is a demand for home economics teachers at the elementary level have probably altered curricula to meet this demand; other teacher educators may not have received requests from placement offices for home economics educators prepared especially for work with elementary students and teachers.

In compiling the material for this issue the authors have been guided by the following beliefs:

1. Home economics in elementary schools, although not a new concept, is a relatively undeveloped aspect of the home economics field.
2. Elementary school curricula include home economics aspects. It is not a matter of "tacking on" an additional field of study or providing a few fragmentary experiences in home economics. Instead, it is an opportunity to support and enrich present programs. The need is more often for consultant service than for teaching.
3. Home economics educators have a responsibility to serve elementary school teachers and students.
4. There is no prescribed method of establishing home economics in an elementary school. The method for any specific school must evolve from a study of the local school program and a cooperative endeavor by local personnel to identify the ways in which home economics educators can contribute to the elementary program.

The steps listed below seemed logical ones in the development of this issue. Although research in this field is limited, an effort has been made to locate findings of research and to consider the recommendations based on those findings. A recapitulation of these steps might serve as a guide for a local school system considering the development of home economics at the elementary level.

1. Consider the elementary school program of today in general.
2. Identify the home economics aspects of the present elementary curriculum.
3. Examine various types of organization of home economics at the elementary level.
4. Study types of home economics learning experiences which are appropriate for elementary school pupils.
5. Contemplate the responsibility of college home economics programs for the preparation of teachers and consultants for elementary schools.

THE LITTLE RED SCHOOL HOUSE OF TODAY*

The elementary school of today is a school on the move. Teachers see the great need for constant improvement. They see the task of learning as a never-ending process. The increased demand on teachers causes them and their supervisors and administrators to be continuously seeking new ideas and trying out old procedures with newer schools.

In a recent book edited by Robert S. Fleming, Curriculum for Today's Boys and Girls, this statement appears: 'The real issue for the authors is who shall make the decisions concerning content, structure, and method.' The authors state that it is essential for the teacher to retain a central role in program planning and that the teacher devote his efforts to defining the teachers' role and procedures. (1:ix)

In a Tennessee city, the elementary teachers are teaching a foreign language by educational television. All of the classes have television sets in their rooms for these programs. The teacher simply hears the program and follows the guide prepared for the teachers. Many of these teachers have no background in the foreign language they are teaching. Teachers of the many disciplines are constantly being flooded with material on programmed learning, and other automated devices that are reputed to make learning easier.

The illusion of the little red school house has finally dimmed to the point of the school house that is functional, economical, and accessible to the children. These elementary school children may be able to walk to school but more often than not they are carried by automobile or bus in both directions.

The cost of living of the country creeps upward and with it, the cost of purchases for school use. To be in line with the cost of the items for instructional and non-instructional use the money allocated must be increased.

We talk about change and yet do not always realize that some people earnestly resist "improvement." In this vein, many parents and citizens still think of the need for education as being the need to 'Read the Holy Book.' This may have been just reason many years ago. But, we have now greater resources for the child to become adjusted and live in our community. These communities have been built upon improvements for these many years. A child needs more than just an ability to read the "Good Book."

Curriculum organizations are studied and evaluated. This is done to help the student learn in an atmosphere electrified with findings that will help him learn more quickly the vast amounts of knowledge. It will help turn "Today's School" into the "School of Tomorrow." Research findings are infiltrating into pilot situations. Pilot groups are carried

* This portion contributed by James K. Umholtz, Ed.D., Associate Professor of Education, Tennessee Polytechnic Institute.

over into blocks of selected schools and classes. The classes of the many "Little Red School Houses" have become only beautiful pictures for the cover of a magazine.

EDUCATION FOR PERSONAL, FAMILY, AND COMMUNITY LIVING-- AN INTEGRAL PART OF THE ELEMENTARY SCHOOL PROGRAM

If an elementary school teacher were asked: "Do you teach home economics?" her immediate reply would probably be a negative one. However, if she were asked: "Are you, as an elementary school teacher, concerned with education for personal, home, and family living?", her affirmative answer would probably be followed by descriptive accounts of numerous activities and projects designed to provide her students with opportunities for growth and development as individuals and as family members.

Actually, the elementary school teacher is deeply involved in education for personal, home, and family living. Although she might express some feelings of inadequacy in this area, she has some qualifications which help her to carry the responsibility. She knows each child well, she has seen his reactions to a wide variety of situations, she has listened to many of his comments which have revealed his stage of personal development and adjustment to his family. She understands growth, development and learning processes. As a part of her preparation for teaching she has studied economics, health, nutrition and family relations. Working with parents and children in the community, she has become aware of the economic and social situations of families, the home responsibilities of students and their reactions to various aspects of home and community life.

It is important for those who are working with older students in home economics to understand the contribution of the elementary curriculum to the development of satisfying personal, home, and community living. It is essential that teachers of junior and senior high school home economics students understand the elementary school curriculum so that additional work may be built upon this foundation. An understanding of the elementary school curriculum will help college teachers to determine what non-major courses might contribute to the elementary teacher education program. Home Economics teacher educators need to be aware of the personal, home, and family living aspects of the elementary school program so that they can help their students envision the junior and senior high school home economics programs as a step in a continuous program of education and also explore with them the type of consultant services which home economics teachers might offer to the elementary schools.

Identification of the home economics aspects of the curriculum for grades 1-6 was the subject of a study at the elementary school on the campus of Tennessee Polytechnic Institute with the cooperation of Mr. Waldo Power, Principal. Teachers participating in the study were: Mrs. Rose DuBois, Mrs. Mary Ann Byrom, Mrs. Amy Johnson, Mrs. Mozelle Medley, Mrs. Margaret Prescott and Mrs. Betty Fincher.

Each teacher was given a copy of the "Competences Which Home Economics Should Help People Identify and Develop" (7:9) and asked to list under each competence the activities provided at the grade level she teaches. The list of competences was selected as a guide because it seemed more basic than the divisions often presented in curriculum guides and less likely to limit thinking to any preconceived concept of home economics education as a program designed only for secondary schools and colleges.

Teachers were encouraged to list in a somewhat limited time only those projects and activities which seemed appropriate for the development of each competence. The number and variety of activities listed revealed the extent to which elementary school teachers are involved in home economics education.

Examples of some home economics aspects identified are included in the summary below: Selection of these examples from the lists prepared by the six elementary teachers was guided by two criteria:

1. Will citing this example help to define the scope of home economics aspects of the elementary curriculum?
2. Will this example help to identify the types of experiences provided at each grade level?

Summary of Elementary School Goals and Activities Which Contribute to the Development of the Competences Which Home Economics Should Help People Identify and Develop

Competence I: Establish values which give meaning to personal, family and community living; select goals appropriate to these values.

Working toward Competence I in the first grade

Living democratically in the classroom with each child taking part, sometimes as leader for the day, sometimes as a follower, but always with a good feeling of self that helps personal growth and helps solve everyday problems.

Foster good family attitudes which include cooperation and concern for the welfare of other members of the family. The child is taught responsibility, courtesy, table manners, and to give and take in community living.

Working toward Competence I in the second grade

Develop a list of standards for "A Good Citizen," to serve as a guide during the year. A few of the guides developed by the 1963-64 second grade are listed below:

A Good Citizen:

Works, does not waste time, and is not lazy.
 Thinks of others; is not a 'Me Firster.'
 Helps those who need help.
 Is honest and truthful; does not take other
 people's things; watches the words they say.
 Plays well.
 Is kind and polite.
 Loves God. (Talks to God and goes to church.)
 Does not give up and quit.
 Does not worry his neighbors.
 Does not act foolish. Is not a show off.

Working toward Competence I in the third grade

Develop an appreciation of his home, school, church, and
 community. (One of the general objectives)

This is not carried out by specific formal units in the
 curriculum but by building attitudes as the day-to-day events
 evolve. Teachers are alert to needs in personal, family, and
 community living and they assume a positive approach. This is
 easy in a community where families have roots and feel that they
 belong.

Working toward Competence I in the fourth grade

Form classroom objectives that will produce and maintain democratic
 living as a group.

Give each child opportunities to decide what is right and
 wrong.

Encourage each child to grow into self-discipline.

Provide opportunities to discuss fair play, honesty, and how
 to get along with others in work and play.

Develop personal responsibility in caring for personal and
 public property.

Working toward Competence I in the fifth grade

Study of the lives of famous men who have contributed to our
 American heritage. See the values these men had.

Use of democratic procedures in the classroom.

Formulation of class goals each year--try to stress self-
 discipline.

Unit in Health--People Are Different--What Are You Like?

Working toward Competence I in the sixth grade

Class sets goals for good citizenship and work near the beginning of school year. These are re-evaluated and adjusted several times during the year.

In social studies, a part of the study of other cultures includes the identification of the values important to each "people"--(Sixth grade social studies is concerned primarily with European and Asian culture, some past, but more of the present).

Competence II. Create a home and community environment conducive to the health, growth, and development of all members of the family at all stages of the family cycle.

Working toward Competence II in the first grade

Develop a well-balanced daily program of physical health and mental well-being. This can be done by helping each child accept his limitations and become one of the group; to provide a varied program of physical activities to help motor coordination; to teach the child the value of proper food, exercise, rest and cleanliness to maintain health; to teach the child safety habits to help self and others against injury.

Teach each child how communicable diseases are spread and how to take precautions against these diseases. Enlist aid of the home and community to work with the school in the health program.

1. Exercises--Early childhood is the time when large muscles groups cry for action.
2. Fruit period after morning play period--this discourages sweets between meals.
3. Hands are washed before eating and after visiting the bathroom.
4. Children are encouraged to eat foods that are unfamiliar.
5. Children are given information about good health.
6. Children learn the need for the right kind of food and the value of fruit and vegetables for growth.
7. Children are encouraged to keep fingers, pencils, etc., away from face and mouth.

8. Handkerchiefs of paper or fabric are used to cover coughs and sneezes.
9. Children do not "share the same lollipop."
10. Children learn that doctors, dentists and nurses are friends.
11. Cleanliness of entire body, sufficient sleep, outdoor play, and good posture are learned by the child as a part of his school climate.
12. Children are taught to share; work, and play well with each other; share responsibilities at school and at home; cooperative with school personnel; cooperate with parents and others in the home; to make new friends and to conquer fears and worries.

Working toward Competence II in the second grade

Encourage children to practice the health standards they had a part in establishing.

Children help with room ventilation at school.

Working toward Competence II in the third grade

Welcome each newborn baby by a personal letter of congratulation to the mother, and discuss role of a good brother or sister.

Work on the problems of getting to bed on time, and eating a good breakfast each morning.

Mid-morning milk or fruit break.

Encourage children to eat some of every food served at lunch.

Working toward Competence II in the fourth grade

Study care of teeth, ears, and eyes; study relation of food selection and diet to disease resistance and health.

A study of many phases of our community with emphasis on how fourth graders, as growing citizens, may take part in community living.

Working toward Competence II in fifth grade

One of our school objectives is to maintain a curriculum which will provide for continued growth of the individual child.

Height and Weight Chart--Kept since first grade.

Aid in scouting activities for girls and boys.

Working toward Competence II in the sixth grade

Health curriculum includes a unit concerned with community health agencies--their functions and services.

Competence III. Achieve good interpersonal relationships within the home and within the community.

Working toward Competence III in the first grade

Plan the work each day

Field trips to the college visiting parents and relatives of students.

Include parents to help with maintenance of things in rooms--e.g., one father fixed the classroom record players.

Learn to share and take turns.

Encourage to keep desks clean and their books and wraps in the proper place.

Learn to relax rather than worry.

Working toward Competence III in the second grade

Develop in each child a genuine appreciation of, and establish attitudes of respect and affection for, mothers, fathers, grandparents and friends.

When a parent or grandparent is sick or in the hospital, each child writes a "get well" note and decorates it. These half-pages are stapled together in the form of a booklet and mailed to the person who is sick. Booklets of this type are also made when births or deaths occur in the children's families.

Working toward Competence III in the third grade

A study of the history of the community, the work of the pioneers contrasted with the interdependence of people today is a part of third-grade social studies program. This includes a study of what the town does for people regarding education, protection, recreation and work possibilities.

Working toward Competence III in the fourth grade

Share news of family and interesting articles brought from homes.

Use the news and sharing periods to understand others better, to gain a sympathetic knowledge of many less fortunate.

Use Social Studies as one way to teach better relationships in learning why people live differently.

Working toward Competence III in the fifth grade

Classroom is organized for the children to learn to work together in caring for the physical properties as well as helping each other remember the rights of others.

Group projects are selected in science, health, and social studies.

It is believed that participation in group activities might carry over into the improved relationships in the home and community.

Working toward Competence III in the sixth grade

Health reader, You and Others, of the Scott Foresman Personal Development series, stresses interpersonal relationships throughout.

Daily guidance in human relations given as problems or situations arise possibly contributes more toward development of this competence than planned instruction.

Competence IV. Nurture the young and foster their physical, mental, and social growth and developmentWorking toward Competence IV in the elementary school

Activities listed under other competences also contribute to the development of Competence IV.

Sharing period--during sharing time children often report family outings and activities of younger brothers and sisters. Guidance and good attitudes can be taught incidentally.

Names of new babies are posted on bulletin boards.

Competence V. Make and carry out intelligent decisions regarding the use of personal, family, and community resources.

Working toward Competence V in the first grade

Teach children that "finders are not keepers" by use of lost and found box.

Visit places of interests, as the college, farms, stores, newspapers, post office, etc.

Working toward Competence V in the second grade

Discuss the type of clothing to wear.

Improvise Halloween costumes.

Practice thrift in use of classroom materials.

Making Christmas cards.

Working toward Competence V in the third grade

Study the soil of our community. The campus offers a basis for science in regard to habitats for animals and plants.

Working toward Competence V in the fourth grade

Study health problems in the community especially the immunization and vaccination of public, problems of tuberculosis in the county.

Study water, sewerage, and utility services.

Working toward Competence V in the fifth grade

Science units show land erosions.

A study of community life--the factories, churches, stores, schools, natural resources, methods of farming, ways of earning a living are all discussed.

Themes in English--By careful assignment of topics such as "If I Had an Extra Ten Dollars," guidance can be given for wise use of material possessions.

Working toward Competence V in the sixth grade

In arithmetic, examine personal expenditures and income when studying simple bookkeeping forms. Class discusses the decisions as well as mathematical accuracy.

Competence VI. Establish long-range goals for financial security and work toward their achievement.

Children desiring to do so participate in a savings program in all six grades. Each child participating has his own bank book as a record of the money he has on deposit in a local bank.

In all grades children practice thrift in use of classroom materials.

Working toward Competence VI in the fifth grade

In arithmetic classes each child works out a budget of his own. Sample of family budgets are presented in the study about graphs.

Competence VII. Plan consumption of goods and services--including food, clothing, and housing--in ways that will promote values and goals established by the family.

Working toward Competence VII in the first grade

Help child to avoid waste in food and materials.
Care for clothing.
Keep room, rest room and cafeteria clean.

Working toward Competence VII in the second grade

Children are encouraged to drink milk at milk break; it is available at low cost.

Encouraged to have home chores.

Encouraged to hang up their clothes at school.

Working toward Competence VII in third grade

Social studies program includes units on food, clothing, and housing.

Working toward Competence VII in the fourth grade

Study value of savings (usually in connection with Benjamin Franklin's birthday).

Avoid waste in personal and public consumption, care of school property.

Working toward Competence VII in fifth grade

Comparison of grocery advertisements.

Comparison of clothing advertisements.

Art projects emphasizing utilization of many "scraps."

Lunchroom chairmen stress importance of tasting each food--even the less common ones.

Working toward Competence VII in the sixth grade

Science and health program includes study of nutrition.

The nutritious lunches provided by school lunch program contribute fundamentally to the child's total nutrition.

Competence VIII. Purchase consumer goods and services appropriate to an over-all consumption plan and wise use of economic resources.

Working toward Competence VIII in the first grade

A store is set up in the room for use in arithmetic teaching. 'Merchandise' is empty boxes and food cans opened from the bottom.

Working toward Competence VIII in the fifth grade

Involve children in selection of athletic equipment for the room. Long-range plans are made.

Emphasize the proper care of textbooks and workbooks--discussion of the materials purchased by the school.

Participation in school insurance plan.

Competence IX. Perform the tasks of maintaining a home in such a way that they will contribute effectively to furthering individual and family goals

Working toward Competence IX in the second grade

Each child does chores of the room such as cleaning sink, dusting furniture, watering flowers.

Encourage children to have regular chores at home as they may feel they are contributing to the family.

Working toward Competence IX in the third grade

The role of a third grader as a helpful and important member of the family is stressed in unit work--Food, Shelter, Clothing, Mother's Day, Fire Prevention.

Working toward Competence IX in the fifth grade

Learning to carry through work assignments and room responsibilities helps pupils learn to perform tasks related to home maintenance.

Working toward Competence IX in the sixth grade

Many of our health reader stories emphasize the growing responsibility a pre-teen should cheerfully assume in his home as well as at school or in social situations.

Competence X. Enrich personal and family life through the arts and humanities and through refreshing and creative use of leisure.

Working toward Competence X in the first grade

Creative writing and art.
Encourage viewing of good TV programs.
Helping children to love reading.

Working toward Competence X in the second grade

Reports of family trips.

Working toward Competence X in the fourth grade

Listening to good music with emphasis on famous composers, kinds of music, participating in musical activities.

Art appreciation--learning to draw, becoming acquainted with the work of a limited number of famous artists.

Developing an interest in hobbies, sports and learning more natural science in local environment.

Working toward Competence X in the fifth grade

Making Christmas decorations for gifts for parents and the home.

Making items for the children's bedrooms.

Display and encouragement of different media in art--charcoal, pastels, tempera, crayons, pen-and-pencil sketches.

Wide use of library books--encouragement of outside reading not only for the student's pleasure but for younger brothers and sisters.

Working toward Competence X in the sixth grade

Games
Band instruction
Music appreciation
Reading
Drawing, painting, crafts
Sharing hobbies
Elementary Spanish

Competence XI. Take an intelligent part in legislative and other social action programs which directly affect the welfare of individuals and families

Working toward Competence XI in the second grade

Citizenship is a special emphasis in the second grade.

Working toward Competence XI in the fourth grade

Sometimes we write our Congressmen and Senators as well as the Governor concerning some questions we wish answered or issues explained.

A small amount of time spent on government programs. Social studies provide some knowledge of government services, but not in detail at this level.

Working toward Competence XI in the fifth grade

News period each day--clippings from magazines and newspapers are discussed and mounted on a news board. Social as well as legislative problems are included.

Visit to the local courthouse to observe the county judge conducting court.

Unit in social studies about our legislative bodies--emphasis upon the part and responsibility each citizen has in government.

Working toward Competence XI in the sixth grade

To help our students become aware of current affairs, we have a daily sharing of news which will include legislative action for social welfare. The social studies curriculum introduces, in a simplified form, the historical development of social legislation.

Competence XII. Develop mutual understanding and appreciation of differing cultures and ways of life, and cooperate with people of other cultures who are striving to raise levels of living

Working toward Competence XII in the first grade

Teacher's philosophy that Every Child Is Important sets example for appreciation of the contributions of different people.

Working toward Competence XII in the second grade

People from Hawaii, Panama, Mexico, Hong Kong, Japan, Korea, Alaska, and India have visited the classroom and shared their experiences with the children.

Working toward Competence XII in the third grade

Current events and stories are discussed.

Some comparisons are made as we study food, shelter, and clothing.

Working toward Competence XII in the fourth grade

Units of study of other countries and peoples including how people live in temperate lands, hot lands. Emphasis is placed on why people live as they do--and how people's culture depends upon their environment and heritage.

Working toward Competence XII in the fifth grade

Units in social studies about Canadians, Mexicans, Latin and South American people.

We emphasize the ways in which all people are alike rather than stressing differences.

Working toward Competence XII in the sixth grade

Our entire social studies curriculum has this as one of its major areas. Activities include research and readings to learn of other cultures. We have dramatics to share ideas within the class. Drawings, murals, scrapbooks and booklets serve as learning aids. We invite to our classroom people of different countries.

The preceding examples show that education for personal, home and community living is truly an integral part of the elementary school program. Elementary teachers have always been concerned with the personal development and family relationships of their students. The question in the minds of home economics educators is not "Should home economics be

included in the elementary school program?" It is already included. The real questions are: "Do home economics educators have any responsibility to support and enrich personal, home, and community living aspects of the elementary curriculum?" And if they do: "What can they do to discharge this responsibility?" Through the years it has been easier to recognize the responsibility than it has been to find ways to discharge that responsibility.

Reasons for considering home economics an important part of the elementary school program in West Orange, New Jersey were listed as:

1. It contributes to the child's personality development.
2. It teaches the child's role in school and home life.
3. It develops the child's appreciation of the family.
4. It enriches the child's learnings in other areas.

ORGANIZATION OF HOME ECONOMICS PROGRAMS IN THE ELEMENTARY SCHOOLS

A study of present-day elementary curriculum and identification of the home economics aspects of it can develop in home economics educators a sense of responsibility to the elementary schools and a realization that this is a relatively unexplored aspect of the home economics field. However, the matter cannot be allowed to rest with mere awareness of a need. Immediately, questions arise:

How are home economics programs developed in elementary schools?

What are the merits of the different types of home economics programs?

What responsibilities does a home economics teacher-consultant carry?

How do her responsibilities coordinate with those of the elementary classroom teacher?

Would the work of a home economics consultant necessitate changes in the elementary school curriculum?

How would students react to working with an additional special teacher?

How would elementary teachers feel about working with another special teacher?

How could the program be organized so that the various teachers involved could identify their responsibilities?

Would learning experiences in home economics be fragmentary? To what extent would the experiences be integrated into the established elementary curriculum?

How could the program be organized, administered, and evaluated?

None of these questions has a simple answer. These are questions which would need to be considered by the administration and staff of each separate school system. However, descriptions of the types of programs found in some school systems might provide information which would be helpful to educators searching for an answer for a specific school system.

Departmentalized Home Economics Programs in the Elementary Schools

A home economics teacher working in a departmentalized program in the elementary school follows a fixed schedule. Pupils are assigned to her for a class period scheduled for certain number of minutes and on specified days. Students come to a home economics classroom for this time and the home economics teacher carries major responsibility for the learning experiences provided.

There are many variations of the departmentalized program. The grade level for which the program is offered may vary. Usually a departmentalized home economics program is not offered below the fourth grade. Quite often it is limited to fifth and sixth grades.

The length of class period and the number of days the class meets may also vary. The following types of schedules are common:

45-60 minute period every day for the entire school year.

45-60 minute period every day for a block of time less than the entire school year--day semester or two separate nine-week blocks with intervening time spent in some other special study or in the regular classroom.

45-60 minute period once, twice or three times a week for the entire year or for a portion of the year.

Longer periods with fewer meetings of the class--perhaps once every two weeks.

Some departmentalized programs offer classes for both boys and girls; some include only the girls; still others schedule classes during a block of time for both boys and girls and additional blocks of time for the girls.

A school for which the departmentalized home economics program seemed to be especially adaptable was described by Lockwood:

Both parents often worked to provide the family needs in this industrial type of community where the socio-economic range is average to low. School children were expected to assume definite home responsibilities at an early age. The school enrollment for the eight grades was about 500. There were two classes of each grade. The curriculum was based on a systematic study of the various subjects; a definite time of day was allotted each subject. Forty years ago homemaking was added to the curriculum for the girls in grades four through eight. Homemaking was considered a special subject with definite aims and objectives of its own. Girls were expected to develop an interest in homemaking responsibilities and abilities commensurate with their development in the various areas of homemaking. The homemaking teacher planned her own program under the guidance of the state home economics department.

The enrollment in the above school was small for the number of grades included. There were only two classes of each grade, so the homemaking teacher had enough time to schedule twice a week classes of homemaking for the girls in grades four through eight. Thereby, the girls were insured of enough time to develop understandings and skills which would be helpful in homes where both parents were out working. The homemaking teacher, knowing the needs of the girls, could plan a program that satisfied those needs. Having the homemaking departmentalized was in keeping with the subject-centered type of curriculum. Since grades seven and eight, usually organized on a departmentalized basis, were included in this school, other grades in the homemaking program easily followed the same organization.

The departmentalized homemaking program is most adaptable when the curriculum is subject centered, with time for subjects definitely set on a fairly rigid schedule. Also, it is most adaptable when more time and emphasis appear to be needed for homemaking instruction. (24:205-6)

Lockwood evaluated three types of programs. Of the three types the departmentalized programs received the lowest average score for integration.¹ Lockwood stated:

Although the very nature of the departmentalized program makes it separate, it can present homemaking experiences that are integrated with the total school program. Homemaking teachers, classroom teachers and children can, together, plan for experiences that take place in the homemaking program. (24:211)

¹ Integration in this study refers to the coordination that takes place between the homemaking program and other aspects of the curriculum. The concept referred to is the way the homemaking experiences can operate to give the child's learnings a meaningful interrelationship and vitality. It implies much forethought, concerning the purpose, among all those involved in the experience so that the result has unity. (24:55)

Another characteristic studied by Lockwood was continuity--"the sequence of experiences which produce unity" (24:66). The departmentalized programs ranked above the other two types in continuity, although the scores for all three types were low. Lockwood stated:

Again by cooperative planning with the classroom teacher, the homemaking teacher could find out when certain skills, for example in mathematics, were being stressed and emphasize them in her homemaking classes. Likewise, the classroom teacher could become aware of what was taking place in the homemaking program and continue any experience that was related and appropriate to the classroom study. For example, when the children were studying nutrition--the importance of food to the body--the classroom teacher could continue with a study of the digestive, circulatory and nervous systems. (24:211)

Lockwood also rated the programs on scope and reported:

The average rating in scope of all the homemaking programs was highest for the departmentalized programs, and this was low--3.1 (on a 5-point scale). Experiences centered mostly in the area of foods and clothing and related aspects of these two areas. Because the departmentalized program is assured of regular amounts of time, the program can be planned to include all the different areas of homemaking. When the program is thus planned, parents, administrator, classroom teachers and children will be aware of the different areas relating to homemaking and the program will not be considered just a course in foods and clothing. (24: 212-13)

Home Economics Consultants in the Elementary Schools

The elementary home economics consultant does not have regularly scheduled classes in home economics. Instead, she is assigned to one or more elementary schools to work with the rest of the staff in providing opportunities for student growth in the areas of personal, family and community living. There may be a home economics center in the elementary school and the consultant may work there part of the time, even teaching classroom groups which come to the center for a specific purpose. More often her time is spent in facilitating the work of students and teacher whenever a classroom group is concerned with some aspect of home economics.

The home economics consultant in elementary schools is a relative newcomer in the field of home economics education. In listing trends in elementary home economics education from 1930-1940, Lockwood included "the emerging role of the homemaking teacher as resource person or teacher-consultant with the elementary grades." (24:29)

An early description of an elementary home economics consultant was given by Ellen Miller in the September, 1939, Journal of Home Economics.

She suggested that a home economics teacher might work with classroom teachers by planning some classroom activities with them, participating in the teaching in the classroom or actually teaching parts of some units related to home economics.

Lockwood's description of developments in elementary home economics education for the period 1940-62 included:

As more thought and emphasis was placed on integration of subject matter within the elementary school curriculum, the homemaking teacher in some systems found herself assuming a new role as a resource person. In order that all grades one through six could be included in the homemaking program, some school systems limited the regularly scheduled classes, or did away with them entirely in order that the homemaking teacher could work as teacher-consultant with all grades. (24:45)

In the Preface to "Home and Family Living"¹ in the Elementary Schools" published by the Great Neck Public Schools, Great Neck, New York, the consultant is described:

In her new role, the homemaking consultant acquaints herself with the areas of study on all grade levels. She concerns herself with making the existing daily program more meaningful and with helping the child gain attitudes, knowledge, and skills commensurate with the child's ability at his particular growth level. Such correlation also helps the child to develop the much desired social skills of personality and a philosophy of human relationships that can be applied to home, school, community and ultimately to international relationships.

The homemaking consultant does not restrict herself and her work to the homemaking department--she may carry on activities in the individual classrooms. Her ways of working may vary so as to yield the richest possible dividends for the children and for the classroom teacher. She may on different occasions engage in teacher or pupil consultation, class discussion, committee work, classroom visitation or demonstration. (5:iv)

Consultants Work in the Homemaking Enrichment Program in Kansas City, Missouri

(Mrs. Frances Kerley, Director of Homemaking, Kansas City Public Schools, presented the following speech at the Elementary, Secondary and Adult Education Section Meeting, June 27, at the 1963 American Home Economics Association Convention).

¹ This 12-page booklet is available from Dr. Lee Demeter, Director of Public Relations, Phipps Administration Building, Great Neck, New York, 75 cents.

"THE HOMEMAKING ENRICHMENT PROGRAM IN KANSAS CITY"

It would be difficult to describe the seven-year-old homemaking enrichment program now taught in 36 Kansas City Elementary Schools without mentioning the traditional homemaking program we have in 50 elementary schools.

Let us acknowledge that our term enrichment is a misnomer since you are well aware that the educational process can be enriched through many areas of subject matter and instructional techniques. Our full title is "Enrichment Through Homemaking Experiences." We won't bore you with its evolution and time will no doubt take care of a change in title. We should also state that the same directive which created this so-called "new" program (in homemaking), 1956 vs. 1898--had its counterpart in industrial arts.

The scant outline which served as our springboard 7 years ago is about to blossom into a bulletin in October, 1963. The homemaking consultants, in collaboration with the elementary curriculum director, have attached to paper what we are actually offering children. In the production of the guide, we have correlated the recently revised courses of study and new texts in health, social studies, science, and arithmetic so that homemaking teaching is structured in the same sequence as those other important areas of education.

Time does not permit a detailed recital of growth and development but after four years of experimentation, the enrichment program became a part of general education for fifth- and sixth-grade boys and girls and for two years, the teachers have ranked as consultants. Enough about history!

We believe that education for home and family life is that portion of total education which better prepares boys and girls for wholesome membership in the family so that each contributes to the home and the community activities according to his or her capacity. The guiding philosophy of home economics considers that general and practical education is essential for an enriched and gracious way of living while developing in children abilities, skills and a friendly attitude toward the home. Learning to live, share, work, and play together through practical experiences in home and school should also develop better appreciation of people and a keener sense of values in human relationships. We believe that learning experiences offered in the enrichment program can make valuable contributions to the regular class work in science, social studies, arithmetic, and health education in the Kansas City Public Schools by

- developing better appreciation, more cooperation, and an improved understanding between children and their homes,
- providing opportunities for the child to express his own ideas through objective media,

- developing skills, attitudes, and values which will help the child to be a better family member, and
- exploring media which will further develop opportunities for creative use of leisure time.

The aims of the health unit are to help children select a balanced diet, to arouse interest in a variety of foods as we teach nutrition in terms of the "Basic 4" food groups.

In social studies, we offer experiences which enable the child to identify himself more closely with the country he is studying.

In science, we help to give children a broader understanding of scientific principles applied through homemaking.

In arithmetic, we assist in

- developing an appreciation for accuracy in measurements and number operations,
- improving the ability to measure with ruler, scales, tape measure, dry units, liquid and other measuring devices,
- developing the ability to choose and change units of measure, and
- the understanding of fractional parts of units of measure.

In brief, "Enrichment Experiences Through Homemaking" are based primarily on assisting in the achievement of goals of general elementary education, since they extend interest, promote creativity, and help enhance the learning process.

The homemaking consultants are especially educated to extend help in interpreting the area of homemaking to regular classroom teachers. Additional competencies of homemaking consultants are:

- development of teaching aids, bulletin boards, displays (such as science fair) and research relating to such projects,
- acquaintance with all phases of elementary courses of study in order to find those learning experiences which lend themselves advantageously to homemaking instruction, and
- promotion of secondary homemaking offerings.

Facilities differ according to schools. They range from a cabinet in a closet to several rooms built especially for homemaking and industrial arts enrichment programs. Much of the instruction takes place

in the classroom with portable homemaking equipment. The homemaking consultant must own and operate a car with a large trunk. Some of the portable items she carries are: sewing machine; steam iron; small electric appliances for cooking;

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it in social studies, such as a candle; textile kit with illustrations of the sewing apparatus, science kit from the equipment and chemicals for testing foods. Press plus brochures, leaflets and numerous employed to strengthen the total home

left with the consultant. This year, was forty-six. She calls on each and unless the program is new in the, little "selling" is necessary. Many requests long before school adjourns

it, most classroom teachers will try to nt, since she has portable equipment, food, and is often more competent in standings, preparing and serving a meal, ety of green and yellow vegetables and eriences from the abstract to the concrete process.

for flexibility, imagination, and our many friends in education, and cer- s and consultants who have applied the old trial-and-error method, developed ions and interpretations. We shall plan, for the possibilities for enrichment

, Kansas City, Missouri

he subject matter covered in the se was distributed after Mrs. Kerley's

6th Grade

Health for Daily Living

- | | |
|------|-----------------------------|
| | I. Safe Living |
| | II. Nutrition and Digestion |
| eth | III. Everyday Care of the |
| ance | Sense Organs |
| | IV. Growing into Maturity |

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- promotion of secondary homemaking opportunities

Facilities differ according to schools. in a closet to several rooms built especially industrial arts enrichment programs. Much of

in the classroom with portable homemaking equipment. The homemaking consultant must own and operate a car with a large trunk. Some of the portable items she carries are: sewing machine; steam iron; small ironing board; sewing supplies; electric appliances for cooking; teaching aids for the pioneer unit in social studies, such as a candle mold, churn, butter mold, carder; textile kit with illustrations of the basic fibers, fabrics, and testing apparatus, science kit from the Dairy Council which contains equipment and chemicals for testing foods. Our posters and those from business plus brochures, leaflets and numerous kinds of illustrative matter are employed to strengthen the total home economics program.

Mechanics of scheduling are left with the consultant. This year, the average number of classrooms was forty-six. She calls on each teacher the second week of school and unless the program is new in the school or there are new teachers, little "selling" is necessary. Many classroom teachers make schedule requests long before school adjourns in June.

For example, in a health unit, most classroom teachers will try to schedule the homemaking consultant, since she has portable equipment, a budget for purchase of actual food, and is often more competent in developing the nutritional understandings, preparing and serving a meal, or a tasting party (using a variety of green and yellow vegetables and fruits) which bring learning experiences from the abstract to the concrete as well as add to the education process.

This kind of teaching calls for flexibility, imagination, and creativity. We are indebted to our many friends in education, and certainly to the homemaking teachers and consultants who have applied the thinking process, used the good old trial-and-error method, developed evaluation devices, made tabulations and interpretations. We shall continue to explore, learn, and plan, for the possibilities for enrichment activities are unlimited.

The Homemaking Enrichment Course, Kansas City, Missouri

(The following outline of the subject matter covered in the Homemaking Enrichment course was distributed after Mrs. Kerley's speech.)

5th Grade

6th Grade

I. Nutrition and Health for Daily Living

- I. Disease Prevention and Health Heroes
- II. Proper Care of our Teeth and Health and Appearance
- III. Our Body Machine

- I. Safe Living
- II. Nutrition and Digestion
- III. Everyday Care of the Sense Organs
- IV. Growing into Maturity

II. Homemaking and Social Studies

- | | |
|--|---|
| I. Kansas City at Work | I. Man's Progress Through Ages |
| II. The Eastern States | II. Contributions of Europe to American Life |
| III. The Growth of the United States | III. Contributions of Asia to American Life |
| IV. Life in Other Countries of North and South America | IV. Australia, New Zealand, Africa--Rich in resources |

III. Science Through Homemaking Experiences

- | | |
|--|--|
| I. Man uses plants in many ways | I. Many useful home appliances and equipment use electricity |
| II. We use many parts of plants for food | II. Electrical appliances should be carefully selected, arranged and cared for |
| III. Rocks and Minerals | III. Safe practices with home equipment help keep the family safe |

IV. Homemaking Enrichment Experiences for Arithmetic

- | | |
|---|--|
| I. To develop skill in the use of tools and equipment | I. Arithmetic is used every day by the homemaker |
| II. To gain experiences in measuring fractional units used daily. | II. To gain experiences in using measures. |
| III. To gain practice in using square measures at home | III. To develop skill in changing units of measure |

The following additional information was obtained in an interview with Mrs. Frances Kerley, Director of Homemaking, and Mrs. Patricia Briggs, Home Economics Consultant, Kansas City, Missouri:

The amount of time a consultant usually spends with a classroom group is 60-90 minutes. The average number of contacts with any one classroom group is eight. Usually a group meets with the consultant only once during a week that she is working with them, but at times meetings on two or more days are appropriate for the activity planned.

Any one lesson is scheduled in terms of the students' need for it at that time. This factor has precedence over factors such as consultant being in geographic area or preparing a similar lesson for another group.

Utility companies cooperate by supplying some equipment and teaching materials.

Paper plates and cups are used whenever appropriate.

Consultants develop teaching kits:

Textiles
Grooming
Foreign Foods

The four consultants and the Director meet together at least once a month.

Examples of Homemaking Enrichment, Kansas City, Missouri

ARITHMETIC--Grade 5

The Situation

Fifth-grade girls and boys use cooking measures after viewing the films--"Measuring Accurately" and "Learning to Measure Liquids."

Lesson Concept

The larger the units of measure, the less units we need.

Understandings

Graduated and nested measuring cups make for accuracy.

Equal measures as:

3 tsp. = 1 tbsp.
16 tbsp. = 1 c.
2 c. = 1 pt.
2 pts. = 1 qt.
4 qts. = 1 gal.

Experiences

1. Display measuring devices.
2. Display poster of equal measures.
3. Student measures water to show equal measure
4. Student measures flour to show equal measure.
5. Ready cooky and punch recipes. Practice increasing recipes.

Assignment

Class members bring grocery list to class which shows different measures.

Class members collect labels that show different measures.

SOCIAL STUDIES--Grade 5

Lesson Concept

Early life in America was different from life here today.

Understandings

Colonists had to raise their own food.

- butter
- corn cakes
- mush
- cranberry sauce
- maple syrup
- biscuits
- squash
- pumpkin

The Indians taught the colonists to plant corn, pumpkin, and squash and ways to prepare these foods.

Food for the entire year had to be grown during the summer months.

Food was preserved under water, under ground, and by drying and smoking.

Activities

Discuss foods eaten by colonists.

How do they differ from ours today?

View filmstrips--

Plymouth Girl F588
Colonial Children F164

They brought many recipes from their home land. What foods did the Indian teach them to prepare?

What influence did the weather have on their eating habits?

How did they store foods for winter? Did they can? Freeze?

SCIENCE--Grade 5

Lesson Concept

Man uses plants in many ways.

Understandings

Much of our clothing comes from plants.

1. Cotton requires a long growing season; therefore, it is grown mostly in our southern states.

Activities

Discuss fibers that come directly from plants. Show pictures and samples of raw fiber and material.

Have dirt, pot, and sand ready. Assist child in planting some cotton seeds in one pot and flax seeds in another.

2. Linen requires a cool northern region. It is grown mostly in Ireland, Belgium, France and Russia.

Discuss care of these plants.

Examine fibers and material under microscope.

Some of our clothing comes indirectly from plants.

Assignment

1. Wool comes from sheep raised on grass.
2. Silk comes from worms raised on mulberry leaves.

What materials come indirectly from plants?

HEALTH--Grade 5

Lesson Concept

Eating breakfast is conducive to good health, mental alertness, physical efficiency and a pleasing disposition.

The aim of this unit is to encourage children to eat a balanced breakfast, and if the need arises, to be able to prepare their breakfast.

Steps leading to (or preceding) the preparation and serving of the meal, carried out in a typical classroom:

1. Importance of building healthy bodies.
2. Ways of keeping body healthy.
3. Study of "basic four" food groups.
4. Units of cooking measures needed for preparation of foods.
5. Table manners and table setting.
6. Planning simple breakfast menus such as
 - Orange slices
 - Buttered toast
 - Cocoa
7. Planning grocery order
8. Studying recipes for cocoa; measuring dry ingredients
9. Selection of
 - hostess and host
 - committees for passing place mats, napkins, silver, etc.
 - committees for preparation and passing each of foods listed in above menu
 - clean-up committee

Preparation and Serving of Breakfast

1. Review duties of each committee
2. Review of recipes
3. Question and answer period
4. Washing hands
5. Each group checks equipment to be used
6. Duties of each committee carried out:
 - a. preparation of cocoa
 - b. preparation of toast
 - c. preparation of orange slices
7. Eating meal
8. Cleaning room and supplies

Following Lesson

Evaluation of preparation and serving of breakfast lesson.

A Principal's Reaction to the Homemaking Enrichment Program in Kansas City, Missouri Elementary Schools

"The homemaking enrichment program provides:

- 1) expert help in the handcraft arts for the classroom teachers
- 2) instruction in the use of tools
- 3) experiences in simple sewing
- 4) correlation with the curriculum in arithmetic, science, social studies, and health

In the Linwood School staff of 35 teachers, I found no teacher who does not welcome the program. They are aware of its limitations. They would like more time with the enrichment teachers. Even with the physical handicaps under which the program operates in our school, the teachers consider it a valuable aid to learning.

One fifth grade constructed a fort and an electrical map. Another fifth grade constructed a puppet stage and dressed puppets as a culminating activity for a literature project.

Knowing that we need skills and drills, we have a vast new field in a curriculum through television teaching. We must also remember that there is a fundamental and unique contribution when children make something.

One fifth-grade teacher who came to our system last year said, "More real interest was shown in the two enrichment projects which we had last year than in any other type of school work during the year. We had 100% participation. Using their hands was exciting to my fifth graders. I noticed that several boys excelled the girls in embroidery, and several girls excelled the boys in woodwork."

- Josephine Johnson, Principal
Linwood School
Kansas City, Missouri

Description of a New York Consultant Homemaking Program

(An excerpt from one section of a Doctoral Project by Margaret Lockwood: An Examination of Homemaking Programs in Grades One Through Six in Selected Public Elementary Schools)

Homemaking Program in School 21

School 21 was in a residential suburban community 12 miles from New York City. The population was about 16,900, with an average household of three and six-tenths. The average income was \$9,186. Forty-two percent of the population received incomes over \$7,000.

Description of school. The school included kindergarten through sixth grade, with 650 children enrolled in grades one through six. Twenty-five classroom teachers were assigned to these grades, with classes ranging from 27 to 30 children.

The facilities used for homemaking experiences included a small PTA kitchen with one stove, a sink, table and cupboards; as well as a sewing room equipped with tables, chairs and five sewing machines.

History of homemaking program. Eight years ago the school population had increased to the point that it was necessary to hire another sewing teacher or change the organization of the homemaking program. In the desire to get away from the departmentalized program, a homemaking teacher was hired who could work as a teacher-consultant in all the grades. During the first two years this teacher worked in four schools. At the time of visiting the school she was spending two and a half days in each of two schools.

Concept of homemaking program. The curriculum was child-centered and the experiences in different areas correlated, the principal said.

Our classes are self-contained in that the classroom teacher is the coordinator of all activities. The special area teachers work as consultants with classroom teachers. We have a homemaking teacher working as a consultant because we realize the importance of real-life experiences homemaking can provide in these grades.

An illustration of the principal's philosophy was observed when the homemaking teacher was working with a third grade. The classroom teacher had contacted the homemaking teacher to provide experiences for the children in their unit on foods. It was the fall of the year and the children were interested in fruits and vegetables. A Waldorf salad was made in the kitchen by the class. The next lesson to follow was to be a lesson involving dairy foods.

Aim of program. The aim of the homemaking program was to provide home-making experiences valuable at the particular age level appropriate to the study at hand. For example, sixth graders in connection with their study of Greece made dried fruit balls using fruits indigenous to that region. This was an easy, quick recipe they could make in their homes, requiring no baking, and could be done if they wished to do something different with younger brothers and sisters.

Planning and scheduling. The principal, homemaking teacher, classroom teacher and children were responsible for the planning of the homemaking program. The principal stated:

I encourage the classroom teachers to use the homemaking teacher and make provision for her to take part in the organization program for new teachers. The bulk of the planning of the program is between the homemaking teacher, the classroom teacher and children.

The homemaking teacher remarked that the program was "planned by the classroom teacher, the children and myself under the guidance of our principal."

There was no fixed schedule the two and a half days the homemaking teacher was in the school. Classroom teachers scheduled activities as they wished them. All grades, one through six, were involved in the homemaking program. Boys and girls shared in the experiences. According to the principal, "The homemaking teacher plans with the classroom teacher the extent of the program so that it will be related to the classroom experiences." The classroom teacher said that "In a program of this type you cannot always use the homemaking teacher when you want her, as she is often booked ahead, and although you have planned the classroom program, there are bound to be unexpected ideas brought in by the children."

Homemaking teacher's role. The homemaking teacher acted as teacher, resource person and consultant. The homemaking teacher said, "I am called upon for help and suggestions as to what experiences could be provided in a lesson or unit, to help teach a phase of a unit, to provide pamphlets or visual materials, and to provide equipment and supplies." Classroom teachers spoke about the resource materials the homemaking teacher could provide. One teacher mentioned the good breakfast chart the homemaking teacher had, and another teacher that the homemaking teacher had offered suggestions for experiences and help in providing equipment, supplies and teaching the lesson. The homemaking teacher had a well-stocked cupboard of supplies for various activities and grades, and kept a file of suitable activities for the different grade units of study.

Classroom teachers' roles. As the principal said, the classroom teacher was the coordinator of the homemaking experiences. She prepared the class for the homemaking experiences. After the homemaking experiences the classroom teacher helped relate the experiences to classroom study. When the homemaking teacher did not work with the whole class, she worked with groups or committees. This necessitated the classroom teacher's providing

time for the group or committee to share their problem with the rest of the class. Often the classroom teacher carried on with a project, such as sewing, after the homemaking teacher had initiated it. This was done when the fifth grades made curtains for their room.

Program in action. A class of 24 sixth-grade boys and girls were observed making dried fruit balls. They came to the PTA kitchen with the classroom teacher. Working in relay in two teams, they made two recipes. Each person ground some of the fruit and made a couple of the balls. As the girls and boys took their turns they discussed the 'countries in which the fruit was indigenous, how it was harvested and prepared for drying. Discussion continued on what age child could perform this activity, why the confection was healthful and its approximate cost.

Eighteen third graders were observed making cheese sandwiches. The lesson had been planned to relate to the study of dairy products and to give the child an experience in using the broiler unit on the stove, as they had used the oven and surface units.

Twenty-one second graders were preparing string beans for pickling. They washed and strung the beans, then cut them and placed them in the jars. The brine was prepared and the beans left to stand for 28 hours. The children were to bring in jars for packing the beans. This lesson was in relation to preserving fall fruits.

Principal's reactions. The principal had experienced the departmentalized program in this school and was able to express a preference for the consultant type of homemaking program as the preferred way for integrating homemaking with the rest of the school program. He said that much depended upon the ingenuity of the homemaking teacher and the acceptance of the classroom teacher. It had taken time for some of the classroom teachers to adjust to the change, but by the end of the year all the classroom teachers would have used the homemaking teacher in some way.

Classroom teachers' reactions. Following are two quoted reactions from third- and fourth-grade teachers, respectively: "It is wonderful to be able to call upon somebody who can provide experiences in homemaking for the primary grades. It helps to make the child's learnings more real." "Having homemaking experiences together helps these girls and boys understand that family living is a cooperative venture. We often use the homemaking teacher to illustrate a social studies or health lesson."

Homemaking teacher's reactions. The reactions of the homemaking teacher were expressed as follows:

I have no set time for consulting with the classroom teachers. I plan with them whenever I can, before school, at noontime, in the hall, or after school. We plan the activities in homemaking to coincide with the classroom experiences so there will be no loss in interest. I am called upon for help and suggestions as to what experiences could be provided in a

unit, to help teach a phase of a unit, to provide pamphlets or visual materials, to provide equipment and supplies.

The homemaking teacher spoke also about exploring the curriculum in grades one through six in order to relate homemaking experiences.

We use mixes in the lower grades because we are teaching the knowledge of foods, different kinds, and their sources. We are not usually teaching the measurement here. When a grade wishes to make something using corn meal, it is not necessary to make corn bread from scratch. However, when an arithmetic lesson is desired to provide practical application for measuring, then a recipe with many fractional measurements can be used. First graders made drop cookies from a mix at Christmas time. Fifth graders made spice cookies from a recipe with many fractional measurements and to relate to their study of early explorers.

Family customs and traditions can be compared when making foreign foods. A Japanese parent helped demonstrate making and serving a Japanese meal to fifth graders in relation to their study of Islands. Parents reported the children were teaching them to use chopsticks.

Children's reactions. The teachers felt that the children and parents were interested in the program and aware of its value. The homemaking teacher said:

Children often contact me in the halls for additional work in homemaking. Boys have been very interested in the work in nutrition and want to have extra projects. Parents have reported that the children have learned to eat new foods and are eager to assist in preparing these foods at home. Children are conscious of safety in using equipment and utensils; they are interested in family affairs and desire to participate in family responsibilities.

Classroom teachers said:

Most of the children try the recipes at home, provided it is something they enjoyed eating. Children learn new manual skills which they cannot learn at home because some mothers won't take time to teach them. The children learn to prepare vegetables, mix batters, use thread and needle, etc. Many in my class (fifth grade) made aprons for Christmas presents after making them at school.

Program offerings. Two first-grade teachers found that their children were not eating well in the morning, so simple breakfast parties stressing good food for breakfast were planned and prepared in the classroom.

Second graders studied foods through the year, so seasonal dishes were prepared. The children learned the use of the utensils and safety in working in the kitchen.

Third graders worked with different parts of the stove, using the broiler for cheese sandwiches when studying dairy products, and the top of the stove for making milk puddings in the same unit, and baking bread when studying wheat. One grade prepared a tea for mothers at Christmas time to learn social manners and how to serve food graciously.

Fourth graders made ginger cake to figure the cost as compared with a mix. Eyeglass case holders and bean bags were made for Red Cross projects. Fringed mats were made for Christmas presents and used in a table setting lesson.

Fifth graders were interested in nutrition and comparing some of the foods as to their food value, such as milk and soda, cake and carrots. One grade made soap in connection with the Colonial unit. Another grade made curtains to decorate the room.

Sixth graders were interested in studying breakfasts of different lands. Some Scandinavian parents helped prepare a Swedish smorgasbord for a demonstration in one of the sixth grades.

Scope and Sequence Chart Developed by Great Neck, New York Home Economics Consultants

The homemaking consultants of the Great Neck public schools have developed a scope and sequence chart which shows a few of the ways a home-making consultant can reinforce classroom activity. Specific activities are suggested for all grade levels from the kindergarten through grade six in the areas of:

1. family relationships
2. personal appearance
3. social graces
4. nutrition
5. cooking
6. sewing
7. consumer education

The consultants who prepared the booklet indicated that: "the activities are merely suggestive and can be rearranged, modified, combined, accelerated, or delayed according to the needs of the individual class (5:1). They stress the importance of the homemaking consultant and the classroom teacher's selecting the experiences for each class group.

Activities listed on the chart in the area of personal appearance are included below to illustrate the sequence which may be developed in any one area of elementary home economics (5:2-4).

Personal Appearance

Kindergarten and First Grade

1. Organize a grooming corner--dressing table, Kleenex, hand lotion, whisk broom, shoe care box, spot remover kit and first aid kit

Second Grade

1. Selecting becoming colors
2. Dressing for special activities after school
3. Dressing for the weather
4. Personal care when cooking

Third Grade

1. To encourage tidiness
 - a. decorate hangers for wraps
 - b. make shoe bags for self and others
 - c. decorate boxes for bureau drawers

Fourth Grade

1. Appropriate clothing when engaged in hobby projects
old clothes, smocks, or aprons
2. Care of self and surroundings
 - a. avoid accidents by placing materials where they won't be in the way of self or others
 - b. protect working areas with suitable equipment--
when cutting, use a cutting board

Fifth Grade

1. Show that clear skin and weight depend on good personal habits in daily living and eating
 - a. examine own skin with a magnifying glass to find the pores
 - b. demonstrate how to wash the face properly
 - c. chart daily food intake
 - d. chart weight periodically

Sixth Grade

1. Appropriate dress for various occasions
 - a. dance club
 - b. parties
 - c. school
 - d. picnics
2. Pressing and laundering of clothes

3. Care of the hands and nails--simple manicure
4. Care of the hair--the use of brush and comb

The scope of areas to which a home economics consultant might contribute, is shown in the following chart of activities suggested for each area of home economics at one grade level--fifth grade.

Fifth Grade

Family Relationships

1. Emphasize family cooperation through group activities where children work together for some common purposes
 - a. school plays
 - b. study groups
 - c. parties
 - d. company meals
 - e. community charity projects
 - f. improving appearance of classroom
2. Assemble a class book on manners and customs--regional, national and international
3. Play with and care for younger children

Personal Appearance

1. Show that clear skin and weight depend on good personal habits in daily living and eating
 - a. examine own skin with a magnifying glass to find the pores
 - b. demonstrate how to wash the face properly
 - c. chart daily food intake
 - d. chart weight periodically

Social Graces

1. Behavior at class and home gatherings
2. Invitation etiquette

Nutrition

1. Optimum health based on good health habits--sleep, exercise, rest, cleanliness and good nutrition
 - a. keep individual health books--work on a personal health problem and keep record of progress
2. Develop simple daily procedures in diets for--
 - underweight
 - overweight

Cooking

1. Regional cookery
 - a. tasting parties to correlate with imaginary social studies tours and stopping off at typical eating places, or committees enriching their reports with samples of typical foods with samples of typical foods
 - b. Holiday cookery
 - 1) class parties
 - 2) parent teas
 - 3) class parents sharing special recipes with class

Sewing

1. Make a kit to use with younger children at school or at home
 - a. work out cards with holes to illustrate a design for sewing in and out of holes
 - b. simple cut out felt designs for quick completion
 - c. puzzles
 - d. stories
 - e. songs and action activities
 - f. dressing dolls
 - g. making dolls
2. Make and dress dolls in regional costumes

Consumer Education

1. Shop for school supplies and Red Cross Boxes
2. Label study
3. Knowledge of ready mixes, frozen foods and sewing aids

Semi-departmentalized Home Economics in the Elementary Schools

In some elementary schools the home economics program is semi-departmentalized. Part of the home economics teacher's time is spent in regularly scheduled home economics classes. She is on-call for consultant service to the classroom teachers during the time she is not teaching a home economics class. Often this means that departmentalized home economics is offered for students in the upper grades with consultant service available for the lower ones.

A NEW FAMILY LIVING PROGRAM IN THE BROOKLYN, NEW YORK, ELEMENTARY SCHOOLS¹

To help children understand and appreciate family life and its responsibilities, function more effectively in their own personal and family living and develop understanding and respect for the contributions, judgment and needs of family members are the hoped-for objectives of the new Family Living Program in the elementary schools, which has been introduced by the Home Economics Department as part of New York City's total program in education for family living.

Ever since 1880, the sewing skills, in one form or another, have been taught in the elementary schools, but now the program has been changed and broadened to include activities which will help the child become a responsible family member, who will contribute toward a happy, well-adjusted family life.

...Every activity suggested in the teaching guide for family in grades K-6 correlates with several of the curriculum areas taught--social studies, language arts, mathematics, science, art, health teaching and music--with special emphasis on the improvement of reading skills through the family living activities. Role-playing, dramatizations, story-telling, writing and reporting are some of the family living activities suggested, besides construction of articles and tasting of food. These activities pull together material already existing in the curriculum and emphasize and reinforce the family living aspects of these areas. Every activity has been chosen with specific family living objectives in mind, not just skill objectives, and is correlated with specific curriculum areas being taught.

The staff of the Bureau of Libraries, is compiling a list of library books for each grade level, which will enrich and point up the family living learnings in each activity.

This Teaching Guide, which was written for the classroom teacher, is now being tried out in 69 elementary schools. Twelve of these are pilot schools of varying types and sizes in four boroughs. After evaluation and the help of teachers and principals, it will be revised by the base committee and presented to the Curriculum Council before being sent to all of the more than 600 elementary schools.

Coinciding with this experiment in the 12 pilot schools where classroom teachers conduct the family living activities and in 18 other schools whose principals heard about the program and asked for the material, there is a similar program in 39 schools where a home economics teacher conducts the family living activities after consultation with the classroom teacher and with her help and follow up, or starts an activity which is then continued by the classroom teacher.

¹

This account of the development of a family living program in the elementary schools appeared in "News and Notes: Home Economics Department," Board of Education, Brooklyn, New York, Vol. 8, No. 3, June, 1962. The account has been only slightly adapted for use in this issue of the Illinois Teacher.

To familiarize the classroom teachers with this new program, a team of three --an assistant director and two supervisors--conducted a conference in each school. At this conference the philosophy and objectives were explained and general suggestions given for methods of teaching the activities. Then each member of the team met with the teachers of two grades and explained in detail the learnings for each grade, how the sewing projects were to be made, how the food activities could be carried out and how these activities could be correlated with the various curriculum areas. These conferences have been followed up by an all-day visit to each of the pilot schools.

To familiarize the consulting home economists with the philosophy and methods of teaching family living activities in the elementary school, three half-day conferences and one all-day workshop were held.

The first conference, in January, acquainted the teachers with the philosophy and objectives of the program and the procedures to follow in getting started in February. The second conference, in February, gave specific help in content and techniques of teaching food activities in an elementary school classroom.

The all-day workshop in April was devoted to techniques and methods of teaching clothing activities to children in grades K-6. During the morning session, the role-playing device was used to demonstrate methods of teaching. With the group acting as third-grade pupils, a lesson was taught as it would be taught to third-graders.

During the afternoon, five twenty-minute demonstrations of teaching clothing techniques each one for a different grade were given. The teachers worked along with the demonstrators and at the end of the day, besides gaining help in methods and techniques, each one had six projects started, to be finished at home and used as samples when teaching.

The cooperation and enthusiasm of everyone working on this program have helped to carry it forward. There is still much work to be done, but it is hoped that all material will be ready for printing within the year.

FAMILY LIVING FOR FOURTH GRADE

Steigemeyer identified the following needs of fourth-grade pupils within the family living frame of reference:

1. To help children to feel satisfactions when living happily with their families, neighbors, friends, and classmates
2. To help children understand varied family patterns
3. To help children to develop knowledge of family relationships in which the rights and privileges of all members are considered

4. To help children in the understanding of satisfactions gained from wholesome family recreation
5. To help children develop an understanding of the importance of having friends and being a friend
6. To help children develop understanding of the importance of good mental and physical health
7. To develop an understanding of ways to encourage children in the growth of desirable character traits
8. To help children to know and apply the rules of safety
9. To help children to manage their personal resources--allowance, earnings, time, and themselves--wisely
10. To help children use their leisure time constructively
11. To help children to develop understanding of the ethnic groups in our society and the contributions each has made to our culture
12. To help children develop an understanding of ethical values and how to apply them
13. To help children develop ability to make satisfactory adjustments in life

Miss Steigemeyer gives suggestions to teachers for helping children meet these needs and resource materials. We have chosen three of these to be included in this issue of the Illinois Teacher.

Fourth-Grade Needs

Suggestions to Teachers for Helping Children to Meet These Needs

Help children to recognize that varying circumstances may make it necessary for a child to live with one parent, an aunt, a grandmother, or guardian. Explain that adoption is the act of taking a child into the family and giving it all the rights and privileges of one's own child. Help children to adjust to younger brothers, sisters, or playmates when they prefer the companionship of peers.

Suggested Resources

Roads to Everywhere, Revised Ed. Ginn and Co., Chicago, 1961
The Seventh Pup, pp. 213-225. Tales to Enjoy, Economy Co., Indianapolis, 1960
The Hard Winter, pp. 128-134. The New Times and Places, Scott, Foresman and Co., Chicago, 1954
Billy's Bicycle, pp. 44-51. Carlson, Natalie (Savage), Harper, New York, 1957

Suggestions...Needs (Continued)

To learn to accept oneself and one's limitations.

Suggested Resources (Continued)

The Happy Orphelina, Enright, Elizabeth, The Saturdays, Rinehart and Co., Inc., New York, 1941
 Wasson, Valentine, Chosen Baby, Lippencott, Philadelphia, 1939

Fourth-Grade Needs

Suggestions to Teachers for Helping Children to Meet These Needs

Help children to be proud of those things they do well and at the same time accept their limitations. Stress that all children have talents of one sort or another but not the same ones.

Suggested Resources

Beim, Jerrald, Thin Ice, William Morrow and Co., Inc., New York, 1956
 McCloskey, Robert, Lentil, Viking Press, Inc., N.Y. 1940
 Schlein, Miriam, City Boy and Country Boy, Grossett and Dunlap New York, 1955

Fourth-Grade Needs

To develop an understanding of ethical values and their importance in life situations.

Suggestions to Teachers for Helping Children to Meet These Needs

Help children to make decisions and have experiences which will assist them in learning to develop workable relations in the home, on the playground, in the school--and later in adult life.

Suggested Resources

Around the Bend, Grade Four, Holt, Rinehart and Winston, Inc., Chicago, 1961, The Big Snow, pp. 102-114.
 Clewes, Dorothy, The Runaway, Coward-McCann, Inc., New York, 1957.
 Fitch, Florence M., The Way We Worship Him, Lathrop, Lee and Shephard Co., Inc., New York City, 1944.
 Meigs, Cornelia, Master Simon's Garden, Macmillan Co., New York, 1929.
 Stuart, Jesse, A Penny's Worth of Character, Whittlesey House, New York City, 1954.
 Urmston, Mary, The New Boy, Doubleday and Co., Inc., Garden City, New York, 1950.

Suggested Resources (continued)

Collection: Worlds of Adventure, American Book Company, New York, 1951, The Diving Fool. Collection: Children's Stories to Read or Tell, Abingdon-Cokesbury Press, New York, 1949, The Might of a Song. Collection: Pleasure in Literature, Harcourt Brace and Co., New York City, 1949, Photo-Finish.
 Film: Having Your Say, National Film Board of Canada.
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NUTRITION EDUCATION PROGRAMS

At the present time, college teacher education programs are more effectively helping teachers to teach nutrition to elementary school pupils than any other aspect of home economics. Many states require, for teacher certification at the elementary level, a course in Elementary Nutrition. This course is usually taught in the college home economics department, although sometimes in the health and physical education department.

If a healthy population is to be maintained, it is essential to begin nutrition education very early in the life of the child. Because the school touches so many of the homes in a community it is in a position to assume a major role in this early nutrition education. Children are in school during their formative years when food habits and mental attitudes toward food are being established and when normal development depends to a large extent on the consumption of an adequate diet. (20:238)

Although it is generally agreed that the family is the most important influence on the food habits of children and that family-imposed habits are difficult to change, classroom education should begin when the child enters kindergarten and continue throughout his entire life.

Nutrition need not be taught as a separate subject. Information about food offers an excellent tool to be used in practically every class. Nutrition can be correlated with all the subjects taught in the elementary school. If the teacher has accurate information at her finger tips (and we feel this is a must), and relates this information to her class members in a way that is appropriate to them, they are indeed fortunate because it is also generally agreed that the classroom teacher is in an important position to teach this nutrition information in the school.

Sister Mary Donata, writing in the October, 1962, School Lunch Journal, (16:42) states that colleges and universities have the tools, and an obligation to train prospective teachers in the fundamentals of nutrition. Training in nutrition is essential if teachers are to be truly interested in a physical fitness program, and if they are to understand the potential of the school lunch as a laboratory for learning, and supplementing classroom instruction in a wide range of subjects. The clean-plate club and the practice of relating grades to food intake for the young elementary school child are, we believe, very questionable practices. An "A" grade in a health class is hardly worth the negative attitude the child may have acquired during the school year toward the lunchroom, food in general and the teacher.

Robert S. Fleming in discussing how children learn, stated that children seem to have a great curiosity, an eagerness for learning, many interests, and great persistence, and fortunately children bring "all of them to school." The teacher who feels, cares, plans, knows children, understands groups, used many materials, diagnoses learning difficulties, frees inhibitions, involves the group, uses local resources, and analyzes his own progress in "on the way to facilitating learning." (12:47)

Learning to solve nutrition problems means: discovering the problems, finding out where and from whom to get scientific information, using facts in real-life situations, sharing information, expressing and clarifying ideas and translating plans into action. It means learning how to think critically. It is in relationship to these activities that the skill subjects and other curriculum areas are called upon to help solve the problem. Correlation of nutrition subject matter with other members of the curriculum family thus becomes a means to an end in itself.

Characteristics of effective nutrition teaching programs include the following: (1) They are planned, developed and evaluated by those concerned directly with existing nutrition education problems. (2) They begin with planning an appraisal of food habits including customs, beliefs, and attitudes as well as food intake. (3) They are more behavior-centered than information-centered. (4) They are not confined to classroom nor to a suitable selected group of children, but reach out into community resources to improve nutrition of all children and all families. (5) They develop evolving concepts of the science of nutrition and related disciplines as well as methodologies required to improve the nutrition of children and their families. (21:1)

Margaret Lantis, in a talk before the Nutrition Education Conference in January, 1962 presented some "food for thought" concerning vending machines and their influence upon our eating habits. Total vended volume increased from \$600,000,000 in 1946 to \$2,586,000,000 in 1960. The number of companies operating vending machines increased from 3,500 to 6,250 within this same period.

Miss Lantis stated that the vending machine encourages piece-meal eating and that eating away from home is increasing. Bland foods become more popular as we eat away from home because restaurants cater to a few most

generally acceptable foods and beverages and this reinforces a child's actual reluctance to try new foods.

The whole complex business of food production, processing and marketing is removed farther and farther from the consumer's experiences--city children, and many farm children, have no experience with the labor and organization required to bring food to them. It is impossible for them to appreciate the intrinsic value of food unless they happen to have been genuinely deprived and hungry.

If the homemaker is awed by the wide variety of choices available in the food store, do children not also need some practical information with which to deal with advertising geared to inducing them to buy food products--check the cereal counters in your grocery store and look at the TV programs designed for children and sponsored by the producers of such products. Elementary school children can play store, actually role play a shopping situation in which they make choices and explain the basis for this choice.

Miss Lantis also suggested that consumers encourage manufacturers to explore the possibility of producing better candied fruits and powdered fruit drinks from real fruit.

Ruth Leverton, Assistant Administrator in the Agricultural Research Service of the U.S. Department of Agriculture has reported that 65% of the schools in the United States are now participating in the school lunch and special milk program but in some schools only 10-30% of the children are availing themselves of this service. The challenge to nutrition educators, school administrators, community organizations and to the milk industry is to emphasize the value of these programs, to make them more attractive and better appreciated, more completely and widely used and thus extend their advantages to more children. (14:44)

Some ways to correlate classroom nutrition instructions with the school lunchroom (13:38) might include the following.

It is often possible for each classroom to be responsible for planning the school lunch meal occasionally. Of course, this is an opportunity for them to become acquainted with the nutritional needs of those who eat in the lunchroom. Older children can prepare cost accounting sheets for the meal they planned.

The students in a state might salute the main agricultural industry and study the nutritive value of the product involved. This poem written by a youngster in a South Portland, Maine school is his way of saying Maine potatoes make good eating:

I'm a Maine potato,
 I'm proud to say,
 I may be chubby
 But that's okay,
 I'm supposed to be that way.

BECAUSE:
 I'm a Maine potato,
 I'm proud to say.

In Louisiana rice or sweet potatoes might be saluted, or Georgia's broilers, California's turkeys, Illinois' corn, Massachusetts' cranberries.

Some ways of publicizing such an event are:

1. Recipe contest featuring the food. Recognition could be given for the five best after the food was served in the school lunchroom.
2. Youngsters take home flyers about the food.
3. The food would be the center of attention in art classes, food and health lessons, and in English and geography classes.
4. It is often possible to give this wide, radio and TV coverage.

Oakland, California's elementary children were thrilled at the sight of a banana stalk hanging in the school lunchroom and as a treat they were allowed to pick their own bananas as the dessert for their lunch. Banana stalks were taken to classrooms in some schools and a short lecture was given about bananas, how they grow, where they come from, and how they are shipped to America. In some schools, foreign foods are served, and in others, foreign and local holidays are observed by the serving of appropriate foods in the lunchroom and by short discussion periods in the classroom concerning this food.

* * * * *

Following is a very simple outline for a teaching unit Our Bodies Need Milk. We believe this unit can be adapted for each grade level including sixth grade. There are many excellent teaching aids available, and we are listing those we found helpful from the Evaporated Milk Association:

Concentrated Milk in the Days of Napoleon, by A.W. Bitting

Evaporated Milk Around the World, by Charles Dillon and Frank Rice

A Science Project, by Priscilla Walff

from Evaporated Milk Association reprinted from The Instructor

Let's Enjoy Milk, by Mary Alice Banks and Marietta Eichelberger

Our Bodies Need Milk

Objectives: To learn the story of milk and milk products
 To learn why our bodies need milk
 To arouse interest in new ways of preparing milk for the table
 To learn how to care for milk and milk products

Subjects for Lessons and Some Suggestions for Content:

- I. How does milk help our bodies grow strong and healthy?
Food value of milk; your food and its relation to your health

- II. What is the story of milk?

How long has the world known milk? What kinds of milk and milk products are available?

(fortified milk, homogenized milk, evaporated milk, condensed milk, buttermilk)

From what animals do we get milk? How is buttermilk made?

- III. What are some milk products that I like?

Cottage Cheese--How is it made?

What are some other kinds of cheese?

How do we use butter in foods? Story of ice cream.

- IV. What can I learn about milk at a Tasting Parting?

Taste some kinds of milk and cheese

- V. Is milk good when cooked?

Measuring milk and other ingredients for cocoa, and perhaps a pudding prepared from evaporated milk.

- VI. How can I make some snacks with milk or milk products?

Preparation of some fruit juice and milk drinks, simple cheese snacks

- VII. How do we care for milk?

How is milk handled in transit? How do our stores care for milk? What laws affect the handling of milk? What kinds of milk are sold in our stores?

A field trip to a milk processing plant would be an interesting experience for children

- VIII. How much does milk cost in comparison with other favorite beverages?

Measure various kinds of milk, figure the cost of a serving of each one and compare the cost with fruit juice and soft drinks. This could lead to a summary of the food value of each.

These teaching aids are recommended by the authors for elementary school students:

Films: American Dental Association
222 East Superior Street
Chicago, Illinois

"Gateway to Health," Sound--color film, 16 mm, 21 min.
Story of prevention of tooth decay.

"Winky the Watchman," Color film, 10 min, animated
story of tooth decay.

Associated films
347 Madison Avenue
New York 16, New York

"Everyday is Apple Day," Sound--color film, 12½ min. Loan

National Sanitation Foundation
School of Public Health
University of Michigan
Ann Arbor, Michigan

"How Clean is Clean?" Sound--color film, 16 mm, 20 min.
Shows good dish washing techniques
No cost to educational organizations

Washington State Apple
Advertising Commission
14 Palance Street
Box 18
Wenatchee, Washington

"Billy Meets Tommy Tooth," filmstrip 39 frames, color,
sound, \$1

Filmstrips:

Washington State Apple
Advertising Commission
Box 18
15 Palance Street
Wenatchee, Washington

"Washington State Appleland," 16 mm film, color, 22 min.

Food Models:

National Dairy Council--171 Photographic, life size food models
111 No. Canal Street full color, die cut with food values on
Chicago 6, Illinois back and a 4-page leader's supplement
\$3 per set

Food Model Display Piece

Lightweight cardboard with collapsible, locked easel back, and slits for inserting modes--\$1.50

Posters: National Dairy Council
111 North Canal Street
Chicago 6, Illinois

Child Feeding posters, set of 4, $8\frac{1}{2} \times 11$ full color photographs of daily meals and snacks, 35 cents per set

Eat a Square Lunch--Full color handout with menus
($4\frac{3}{8} \times 6$) 1 cent

Everyday--Eat the 1-2-3-4 Way--Unfolds to $57\frac{1}{2} \times 18$,
35 cent 5 panels, full color poster of 4 major food groups

Guide to Good Eating, 2nd ed., full color photographic poster of major food groups-- 19×28 , 20 cents

Guide to Good Eating, 2nd ed., full color handout,
 $4\frac{1}{4} \times 6\frac{1}{2}$, 1 cent

Milk Made the Difference, 2nd ed., animal photographs in color--unfolds to $11\frac{1}{2} \times 9\frac{1}{2}$, 30 cents

Mrs. Russell Roller
7135 Chestnut Street, N.W.
Washington 12, D.C.

Wax food models, color and size of actual food, made to order in portions of grams or oz. Allow 6 months.
\$1 to \$4 per model

The Indiana Handbook for Curriculum Planning in Homemaking, published in 1948, lists several suggestions for activities to develop good eating habits in children. (4: 69-70)

1. Deficiencies in daily food intake may be discovered by checking against standard daily diet guides. These deficiencies may form the basis for a study of foods needed for good diets.
2. The need for protective foods may be emphasized by planting a window box or a small garden with vegetables, by watching them grow, and by ultimately preparing and eating them.
3. Protective foods may be emphasized by having children prepare raw vegetables, fruits, juice, and milk to be sold from a "good health wagon" (child's express wagon) at recess.

4. As a means of evaluating nutrition instruction, trays or lunch boxes may be checked to discover how nutrition principles are being applied.
5. As a means of applying principles of nutrition, opportunities may be provided for the children to assist in the preparation of food either in the homemaking laboratory, or the improvised kitchen center in the classroom, or the lunchroom.
6. Animal feeding experiments may be conducted to show the relation of various diets to health. (See Mary Swartz Rose's Teaching Nutrition to Boys and Girls, pp. 157-185; E.N. Todhunter and M.J. Andes, Nutrition Experiments for Classroom Teaching, p. 42).
7. Practice in planning or selecting well-balanced meals may be made more interesting by using colored food models. Such food models may be secured from the National Dairy Council, Chicago, Illinois (\$1 per set).
8. A mobile kitchen which can be moved from room to room might be used to provide opportunities for children to have actual experiences in preparing foods.

It is suggested that the homemaking teacher who is unfamiliar with nutrition education at the elementary level prepare herself for working with the elementary teacher by reading and studying supplementary references.

MacMillan states that the preparation of teachers for family life education is perhaps the most important single aspect of such a program. Some educators claim that the lack of adequately prepared teachers to carry on this kind of work at the elementary and secondary level has been the cause for the slow progress in the field. (25:85)

An academic background of sociology, psychology, home economics, biology and guidance will prove helpful, but an academic background in itself is no guarantee that the teacher will be successful. The teacher may be married or single, man or woman, but mature enough to know the responsibility of pioneering without a pre-determined course of study. The important factors to consider are:

Is the teacher a well-adjusted individual, understanding, sympathetic, resourceful, interested in the field, and willing to work in a comparatively new area where initiative is necessary? A teacher of family living also should know the effect that social and economic factors have on the family, the problems that commonly confront families, the need for understanding growth and development, and how the field of specialization relates to family life education.

Regardless of the subject matter specialty which might have been studied by teachers, the program in the teacher training insitutions according to Goodykoontz and Coon would be organized: (2:189)

1. To give teachers in service and prospective teachers an understanding of the family as a social institution, its place in cultural development, and its contributions to the education of children and adults and the effect of social movements on the family;
2. To help teachers recognize that in the individual child "the whole family goes to school," in that he reflects the attitudes of the home and brings to school a set of values which must be considered in dealing with him as an individual and as a member of the cultural group of which he is a part;
3. To help teachers to understand the influences which their actions have upon the behavior of their pupils, and the effect of pupil behavior upon others;
4. To help teachers to understand and appreciate the cultural import which the school has upon the home and the conflicts which may arise because of a difference of standards between the home and the school;
5. To lay the basis for developing curriculum activities and experiences which provide situations for practicing desirable relationships in the family, in school, and in all places where children and adults are thrown together;
6. To help teachers to see the place and importance of mental hygiene as a basis for establishing wholesome relationships in the family and in the classroom;
7. To give teachers the background needed for participating in adult education programs in family life, and dealing with the adults of the community as the parents of school children;
8. To lay the basis for better home in the family circle in which the teacher now lives;
9. To develop insight into the place which sex plays in family life, and to understand the contributions which the school can make, both by instruction and activities, to satisfactory boy-girl relationships; and
10. To show the relation of emotional adjustment to effective learning and the effect which satisfactory and unsatisfactory adjustments have upon learning.

A program for preparing teachers to instruct youngsters for family life education does not necessarily call for the introduction of new materials. What is needed is a re-evaluating and reorganizing of present work to: a point of view toward the emphasis of family life education and a constructive attitude toward the program, the ability to recognize and select suitable content for helping youngsters in family living, ability to organize and utilize present materials for attaining the objectives, ability to apply educational procedures to the needs of youngsters, ability to interpret results of instruction in terms of family living values.

Buntin, in her study, "Education of Home Economics Teachers Preparing to Guide Home and Family Life Education in the Elementary School," states that "based on the findings of this study, the home economics teacher who is guiding home and family life education in the elementary school makes the most meaningful contribution in the following typical situations: (22:126)

1. The home economics teacher serves in the role of consultant, guiding the development of home and family life education as part of a unified program of learning for boys and girls.
2. The home economics teacher realizes that changes in the plan of home and family life education may be made and continually improved through the quality of her interpretation of this area of education to administrators and classroom teachers.
3. The home economics teacher is prepared to assist with learning situations in and out of the classroom as a resource person. This may involve an occasional teaching responsibility, suggesting and making available pertinent learning materials, or assisting with evaluation.
4. The home economics teacher's schedule is flexible and she is able to develop a workable time plan to serve the needs of the program successfully.
5. Cooperative evaluation of practices by consultant, classroom teachers, pupils and parents serves as a basis for further program development in home and family life education.

The potential of an education program for the prospective teacher preparing to guide home and family life education in the elementary school appears to be greater when:

1. A single basic home economics education curriculum with sufficient variations to enable students to prepare for different types of specialization is offered.
2. Persons responsible for the education of the prospective teacher understand that an awareness and appreciation of professional responsibilities develop gradually.

3. Methods and techniques for orienting students are examined frequently and findings are used to improve practices.
4. A progression of educative experiences contributing to professional growth begins early in the students' college program.
5. Home economics faculty value and thoroughly understand the general education program and maintain close cooperative working relations with staff members responsible for this phase of education and basic concepts of general education are expanded in the program of specialization.
6. Beginning in the freshman year, emphasis is placed on guided experiences in class and out of class which contribute to an increasingly better understanding of self and others.
7. Opportunities are initiated in the freshman year for students to grow in understanding of different family patterns which are representative of various cultural and economic levels and of different racial and religious backgrounds.
8. Situations involve work with contemporaries whose specializations represent different interests. This association stimulates and helps students to develop a receptive, constructive attitude toward divergent viewpoints.
9. Cooperative thinking and action of faculty representing all areas of home economics and other disciplines is recognized as a magnificent facet of the curriculum development and operation.
10. Courses in all areas of home economics have a strong family focus.
11. Provision is made to know and understand the elementary school child, the modern elementary school, the role of the home economics teacher, and appropriate learning experiences in home and family life education in the elementary school, through course work and through participation in elementary school programs.
12. Student teachers from different fields of education are encouraged to experiment with ways of working cooperatively in order to unify the learning experiences of elementary school children.
13. Student teaching experience includes teaching in an elementary school where a home and family life program has been successfully developed and is guided by a capable home economics consultant.

There would seem to be many future possibilities for home economics departments to offer service courses for those preparing to teach elementary school. The home economics staff members at Tennessee Polytechnic Institute have developed the following courses for students who are not majoring in home economics:

Home Economics Courses for Non-Majors

These courses have no prerequisites. For students who are not home economics majors. Majors in home economics will not receive credit in this course.

350 Contemporary Living. Lec. 3. Credit 3.

Course work designed to meet needs of the group. Emphasis on establishing, maintaining, and managing a home; prenatal care; and the rearing of children.

360. The Family's Food. Lec. 3. Credit 3.

Course work designed to meet needs of the group. Emphasis on choosing the table accessories for the home; planning, preparing, and serving the family's meals.

370. Clothing the Family. Lec. 3. Credit 3.

Course work designed to meet needs of the group. Emphasis on the selection of present-day fabrics, planning the wardrobe, choosing garments for all members of the family.

These courses were planned to give the non-major, e.g., the elementary teacher, a survey of home economics. These courses have been taught twice and will undergo some reorganization of the basis of student and staff evaluations.

The home economics teacher frequently serves as the consultant in the elementary school which is giving special emphasis to home and family life education in its program. She helps the classroom teacher select experiences that focus sharply on children's concerns in everyday living and that help children understand and accept their responsibility as family members.

Does the pre-service education of the home economics teacher enable her to assume this role successfully? To some extent it does, but there is a wide-spread feeling that some modification of the pre-service education program is desirable. Many teachers who hold such a job feel that they have had to learn more on the job than other teachers have to learn. (22:47)

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ADULT EDUCATION:
 ONE OF OUR GREATEST CHALLENGES IN HOME ECONOMICS

We hear a great deal these days about explosions--nuclear explosion, population explosion, knowledge explosion, and now a prediction of an "adult education explosion" within twenty-five years. Certainly an educational explosion is needed to solve the problems created by the other kinds that are occurring.

In the most comprehensive survey of adult education yet made in this country, it was found that about twenty-five million adults are engaged in some type of continuing learning. Any activity, organized around some plan for instruction, where the main purpose is to impart some kind of knowledge, information or skill, was considered adult education. This included, of course, any organized self-instruction, and it was surprising to the investigators that about a third of the adult "students" were engaged in this way. An analysis of the subjects people study as adults indicated that they were overwhelmingly noncredit and nonacademic. About one-third were vocational and one-fifth in recreational areas.

Methods for continuing learning, too, were varied with only a little over half in classroom settings. Group discussion and public lectures were commonly used, and television accounted for 1.5 percent. Two-thirds of the adult study occurred outside the formal school system, with a considerable part related to churches and employment.

The typical participant is young and urban, and has had a significant amount of formal education. Adult education seems to be used to "transfer systematic learning processes to the interests and demands of adult life." (20, pp. 217-222)

Other studies offer additional information regarding the adult student, and some of these are mentioned in the research section of this issue.

Whence the challenge?

In our rapidly changing society, it is impossible to teach anyone, in any given number of years of formal schooling all that he needs to know in order to function in the many roles he has to play. Fortunately, he can continue to learn, and he has many years in which to do so. Even if a person attends college, he has only sixteen years of schooling, but he has forty-five to fifty years of adulthood left in which to continue learning. Hence, we have three times as many years for adult education as for children and youth.

But these phases of education are not unrelated. In fact, they are so closely related that the experiences a person has in his formal schooling may cause him either to seek further knowledge continuously the rest of his life or to run away from anything that even remotely reminds him of education as he remembers it from school days. Perhaps the greatest thing we can do for our young students is to see that their school experiences are rewarding, pleasurable, and related to their life problems so that they will see education as worthwhile and want to continue learning as long as they live. If we can somehow keep the child from losing his curiosity, his eagerness for learning, the adult that he becomes will clamor so loudly for more education that we shall never have any problem of recruitment for any of the forms which adult education can take .

What does this imply for home economics? Already we know that a significant percentage of adult education offerings are in our field. For example, in Los Angeles, homemaking and parent education accounted for 12.5 percent of the enrollment in 1961-62 (33, p. 178). These percentages may increase as we declare war on poverty, malnutrition, divorce, and other problems where home economics contributes to solutions. Even if percentages were to remain the same, numbers would continue to rise with our rising population, and with the ever-increasing proportion of that population which participates in adult education. And with the lengthening span of life, they will study longer.

The trend of an employment emphasis in home economics is at least as important in adult education as it is in high school or technical institute. Why do we have employers crying for people to make slip covers and draperies and at the same time women crying for jobs? One might look at the brochure listing "night classes" and find the answer. If the offerings are limited to Conversational French, Oil Painting, and Physical Conditioning for Women, the employment needs are not likely to be met.

It may be that the most important implication for teachers of home economics is that they have the responsibility of preparing the students they have in high school for a lifetime of learning. Students must learn to think, to solve problems, to "transfer systematic learning processes to the interests and demands of adult life." The manner in which they approach their subject matter and lead their students to approach it has an incalculable effect on this process. Memorizing lists of foods rich in vitamin A from the textbook is not likely to contribute; ordering the twenty-cent "Nutritive Value of Foods" from the Superintendent of Documents and using it to find out how much vitamin A they consumed yesterday probably would help a student to know how to attack nutritional problems for herself and her family in the future. Acquaintance with popular magazines containing reliable information or a trip to the extension office where free bulletins are available might also aid the student in continuous learning. Success experiences are essential, and school and learning must be remembered with pleasure as well as profit.

When we hear that twenty-five million people in the United States are engaging in some form of adult education, we are impressed with the immensity of the figure--until we think about the ninety million who are not. What can we do to encourage all Americans to continue learning? And how can we make the study of everyone who does participate more meaningful? Why do we have twice as many enrolled for bridge lessons or social dancing as for a study of economic and political affairs? In home economics in Illinois, why do we have 60 percent of our adult classes in clothing construction and .5 percent in home management and consumer education combined?

What is adult education anyway? The definition used by the National Opinion Research Center in their study has already been mentioned. Verner offers this one:

Adult education is the action of an external educational agent in purposefully ordering behavior into planned systematic experiences that can result in learning for those for whom such activity is supplemental to their primary role in society, and which involves some continuity in an exchange relationship between the agent and the learner so that the educational process is under constant supervision and direction (39, pp. 2-3).

With apologies to Charles M. Schulz, (41) we asked students in the Fall 1963 Adult Education in Home Economics course at the University of Illinois: If adult education is not a warm puppy, what is it? The following ideas, proceeding from that discussion, suggest the wide diversity of meanings that adult education can have. Names following the statement indicate authorship of the ideas.

Adult education is:

- burrowing out of routine.
- choosing the thickest book on the shelf when no one is looking.

Joyce Prior

learning without taking an exam for proof.
an investment that will never let you go
broke.

re-education of last year's dropouts.
keeping up with your husband's friends.
getting a key to open a new door.
encouraging changes in the community.
answering opportunity when it knocks.
discovering that others have problems,
too.

learning you have a skill that you can
use or sell.

a way to make people a family.
finding out that this old dog can still
learn new tricks.

keeping ahead of the kids.
for a city mouse and country mouse.
knowing when you don't know it all.
getting to talk to someone over five years
old.

being able to sign your name instead of making an X.

getting off the welfare roll and into a job.

going to the museum on your lunch hour.

listening to lectures on the commuter train.

changed behavior. What's the use to learn if all stays the same?

Brenda Payne

Joanne Beare

Sharon Egan

Beth Hull

Joyce Prior

Linda McKown

Barbara Baird

Connie Peterson

Judy Raleigh

Loretta Anderson

Connie Peterson

Judy Raleigh

Linda McKown

Barbara Baird

And adult education is not:

just going back to school.

enrolling in a required course.

staying in the same rut year after year.

cramming for exams.

cutting classes and "getting by."

competing with everyone else in the class.

"finishing" one's education.

In the pages that follow, some of the problems that adult educators in home economics must face will be discussed. In adult education as in any phase of education, the needs of the learner must be met. In attempting to identify the wide variety of needs exhibited by our adult population, we have in the next section used case studies and allowed the potential students to speak for themselves.

Particular techniques for discovering needs of individuals and groups are discussed in a previous issue of the Illinois Teacher (29, pp. 1-6).

Adult Education Is for All, They Say, But
HOME ECONOMIST, HOW CAN YOU HELP ME?

I'm Johnnie, and I'm eighteen. I dropped out of school a couple of years ago. School was dull and my grades were terrible. And it was costing my folks so much to send me--books, paper, lunches, clothes, tickets to the games, all those supplies for home economics class and everything. I thought I'd just get myself a job, but I haven't been able to. They always ask Have I got a high school diploma? And What kind of skills have I got? What do they mean?

My dad got laid off his job last spring--automation, they said--and he tried and tried to get another but couldn't. He was so worried about not being able to support us he broke down. They don't know how long he'll have to stay in the State Hospital. Now it's up to me and Mom--I'm the oldest--and Mom dropped out of school, too, so how can she get a job?

We're not just too smart, but I guess we could have finished high school if we'd stayed and tried real hard. Trouble was I couldn't see any sense in all that stuff they wanted us to learn. Maybe it was all right for them that was going to college, but I knew I wasn't, and I didn't care whether the verbs were irregular or not. 'Course, I could go back now, but I'd feel like an idiot being in classes with all those kids so much younger. And Mom--wouldn't she look silly in those classes? But we need that diploma to get a job.

And about those skills. Did they mean What did I know how to do? What kind of skill does it take to sell at a five-and-dime counter, or run an elevator, or wash dishes in a restaurant? Can't anyone do that? Maybe I shoulda taken typing.

Somebody told Mom she should get a job as a domestic, but she don't want to be nobody's servant. We looked in the Help Wanted ads the other day and most of them said things like medical secretary, IBM operator, toy demonstrator, watch repairman, real estate salesman, insurance inspector--I don't even know what some of these things are. But some of the aids did say they wanted a waitress, an alterations lady, or someone to make pizza. And some of they wanted baby sitters, kitchen helpers, and shirt finishers--Does that mean ironing? I think we could learn to do some of these things. Do they pay very well? Some of the ads said anybody applying should be neat and dependable. Do you think I'm neat enough? What do they mean--dependable?

A friend of Mom's told her there was no use to try to find a job because we're colored and nobody will hire us. She said we might as well get on the Aid. But we want to make our own living.

Home economist, how can you help us?

I'm Gertie and I'm seventy-one. My health is not too good any more so I can't hold a steady job, and anyway no one wants to hire people my age. But my social security check is not very big and I could use some extra money. I wish there was some way I could work a little when I feel like it. I need something to fill my days. I live alone since my husband died several years ago, and I get pretty lonely. My children and grandchildren are all so far away I don't get to see them very often.

I have lots of problems--I suppose everyone does and mine are not as hard as some. But I've got to decide where to live for one thing. Shall I keep my big house and rent out part of it, or sell it and move to a little apartment or an old folks' home? I don't think I like the idea of an old folks' home because I like to mix with children and young people, and folks the age of my children as well as my own age. An apartment would be easier to keep up and less expensive, but I kinda hate to leave my house. And renting part of it would give me some company if I could get the right kind of people. I just don't know what to do.

Food is a problem, too. You know it's just not much fun cooking for nobody but yourself and eating alone all the time. Even when I'm feeling okay I think it's just easier to have a piece of pie and coffee than to cook a meal. Sometimes I almost forget to eat. It's hard to shop for groceries, too. I don't have a car, so I have to go on the bus and get a little at a time or walk several blocks to the neighborhood store where prices are a lot higher. Occasionally, neighbors ask me to go with them, but I can't depend on it. Looks like there ought to be something I could do for them so I wouldn't feel like I was imposing when they do that for me. And I wish there were people I could trade off with on the cooking so we could eat together and enjoy it more.

Somebody told me I should go down and take one of those classes for adults--just for the company. But I don't know. Aren't they all at night? I just can't get out at night by myself. And I don't know how I'd feel in school after all these years. I might get embarrassed because I didn't know the answers or couldn't do what the others could do. I can sew a little. What do they teach in the sewing classes. A friend of mine got in one of the crafts classes and made some jewelry and several baskets and trays for Christmas gifts, but I don't know whether my stiff fingers could do that or not. I wonder what the materials cost for such things. Do you have to pay a fee to enroll in the classes?

In some towns they have what they call Senior Citizens' Clubs. I read about one where folks could go and take their lunch and eat together, play cards or scrabble, watch TV--and sometimes they had parties. They even had lectures, films, and discussions on things like how to vote. The best part though, I thought, was the projects they sponsored where the Senior Citizens could do things for other people. We don't want to be always on the "getting" end of things. I wish we had a club like that here. How do you suppose one gets started?

I'm Helen, one of those triple-role homemakers you've heard about. I work in an office forty hours a week, I have a house, a husband, and three school-age children to take care of, and of course, I believe a person should take her citizen role seriously, too. I try to inform myself and vote in every election and I participate in the PTA and the United Fund Drives. They asked me to be a "den mother" but I just couldn't find time for that.

I wonder if there are ways I could be more efficient in my house-keeping so I could have more time and energy to do things with the family. There are times at the office when things are slack, too, and I could use the time for personal matters if I planned for it, but I seem to just take longer coffee breaks and waste the time.

Some people tell me I shouldn't work because of the children. Do you think working mothers are bad for children? They are at school most of the time that I'm working, and I have a nice neighbor who keeps them for me after school that hour or so until I get home. They don't seem to mind, but I don't want to do the wrong thing. How can one know about such things?

Shopping is a problem for me, especially for clothes. I have so little time to shop, and I don't think I really know how either. I need to buy things that require the least care--again to save time--but I often make mistakes. These miracle fabrics aren't always miracle, are they? Christmas shopping is hard, too. I think I'll try to do it all by phone and mail this year, quite early. Maybe I can figure out a way the family can help.

We need to do something about redecorating our house before long. We're still living with the odd pieces of furniture that came from our parents' attics and the second-hand store, and the children will soon be old enough to be ashamed. But I know nothing about furniture designs, colors, and such, and I know we can't hire a decorator. Is there a course in that at the adult school? I heard they had a woodworking course and wondered if my husband and I could make or refinish some furniture there. Or maybe we could get John interested and make it a father-son project.

Do you ever wonder where your money goes? It looks like with two incomes we ought to be able to pay cash for what we need, but we always seem to be buying on installments. Does it really cost much more that way? My neighbor said she borrows from her credit union or the bank and pays cash when she needs a big item, but that seems like a lot of trouble. When we get too many installments going, we just get a loan from the finance company and pay them all off, but it does seem like it takes a long time to get the finance company paid back.

I wish we could entertain more. My husband I enjoy seeing people, but when we do have some in, I get so tired from getting ready for them and cleaning up afterwards that I almost wish I'd never invited them. There must be easier ways than I know, for other people seem to entertain a lot.

My problems are not too serious, but I have them. Home Economist, how can you help me?

I'm Eva. Until last year I felt like I was about the luckiest person in the world--a fine husband, two adorable little ones, a nice home--what more could I ask? Then we had our automobile accident, and now I'm in a wheel chair for the rest of my life. Fortunately, the rest of the family recovered with no permanent effects.

I try to think of the ways in which I'm still lucky. My husband's income is sufficient to support us well, even with my handicap. I have a college education and enjoy reading, music, and a lot of things that can be done in a wheel chair about as well as anywhere. Some of my friends are not embarrassed by my awkwardness and still invite us to play bridge or to dinner.

But I am not happy hiring someone to do all my work and take care of my children, and I'm determined to do something about it. We'll have to sell our house and build one--all on one floor--to accommodate my wheel chair and enable me to cook and clean, do the laundry and put the children to bed, like I used to do. Do you know where I could get help in planning such a house?

There are lots of other handicapped homemakers--many worse than I am--and it seems there ought to be courses on how to conserve energy, adapt methods to changed physical capacity, rearrange or remodel kitchens to suit special needs, and for some, even special clothing. After I learn some of these things, I'd like to teach others.

Some will need help in adjusting, psychologically, to their handicap, and many will need guidance in the development of new interests to replace those they can no longer pursue. Where can a person go for such rehabilitation?

Much of what we need is in the area of your subject matter, so Home Economist, I thought you could help me.

I'm Hannah. I have five children and my husband went off and left me last year, so I had to go on the Aid. I'm so glad to have the help, but that check is awful little and it don't seem to go very far. For days before the next check comes every month, we just about have to live on beans, and twice we've had to move because I couldn't pay the rent.

They tell me I shouldn't buy potato chips and cokes but the children like them, so at the first of the month I get them some. That makes a lunch I don't have to cook, too. It's hard to cook here with just two burners and three pans. I wish I had one of them new-fangled ice boxes. That would make things easier.

We need more money for clothes, too. I hate to see the kids go to school looking like they do, but clothes are so high. Sometimes folks

give us a few things but they never fit, and sometimes they are torn. Even when we buy new ones they don't always fit, and the other day somebody made fun of Susie because they said what she had on didn't go together. She didn't want to go back to school.

That television I got for four dollars a week sure is keeping the kids entertained, and I like to watch it, too--especially the westerns. 'Course, I already had payments on the washing machine and the sofa. If they all come to collect at once, I don't know what I'll do. Maybe that grocery man on the corner will sell us on time for awhile again.

Oh, and that insurance man will be coming around again soon, too. I wonder if I ought to just let the insurance go, but they say everyone should have insurance.

I think I'll try to get into the Housing Project and see if that Home Ec-er they have over there can help me figure out some of these things.

I'm Ginny, mother of four, ages one, two, four, and five, so you know what I do with my days. The routine gets pretty dull and dreary, and I get rather weary--if you don't mind my getting poetic! This is not exactly what I had in mind when I studied poetry at Jones. That and my art history are not helping me a great deal nowadays. It would be a welcome change to be able to talk to adults about something stimulating instead of monosyllables to pre-schoolers all the time though.

My husband is just beginning in his profession and our income is not "upper bracket" yet. We're buying a house with a mortgage, of course, and we've had to buy furniture, appliances, and a car--mostly on credit. So there's no money to send the children to nursery school, hire a maid, or even get a baby sitter very often. I love the children, but I would like to get away from them once in awhile. It would probably be good for them, too.

There's not much money for clothes either. If I knew how to sew and had time to sew, I'd try to create something for myself. Maybe someday.

Sometimes I wonder if there is some way I could have more time for myself now. Some people with little children seem to do more than I do.

Home Economist, how can you help me?

I'm Doris. I'm a mother, too, but if Ginny thinks it's rough having four pre-schoolers, she ought to try having four teenagers! Whew! I understand now what my friend meant several years ago when she quit her job and said, "You can't cope with teenage problems when you're tired." Mine think I'm old-fashioned, of course, and they don't think they have enough money or enough clothes, and they want the car all the time. If we're not battling with one it's another--or all four. If we tell them they can't do something, they say everyone else is doing it. If we ask them to help around the house, there's a ball game to go to, or a sock hop, or a pizza party. If we suggest a vacation, they all want to go in different directions, or some of them don't want to go at all.

What have we done wrong? And what can a Home Economist, or anyone, do to help me?

I'm Kathy, and I'm ready to trade Mrs. for a Miss again. I've been married five years and every year gets worse. I have two children and I don't want any more because I think two is all I'll be able to support.

I know they say divorce is bad for children, but it must be better than constant quarreling and "mopey" silence. Nothing I ever do pleases my husband. The meals are not cooked right, the house is not clean enough (though I'm sure it's as clean as other people's), and I can't iron his shirts to suit him. If the kids talk back to him or come home with poor report cards, it's my fault. If there isn't enough money to do what we want to do, that's my fault, too.

Now, how do you suppose I got into such a mess as this? When we married we were like everyone else and thought everything was perfect. We were deeply in love and we thought that was enough to make any marriage work. We weren't kids either--both past 20--and we didn't get married to run away from homes we didn't like. I just can't understand it.

Home Economist, what can you, or anybody, do to help me?

I'm Donna. I'm what you might call a bored homemaker. My health has not been very good lately, but the doctor can't find anything physically wrong with me, so I've decided it must be a poor mental state brought about by just plain boredom.

My husband and children don't want me to work outside the home, and that suits me because I don't really want to, but I have a college education and there just isn't enough stimulation in modern housekeeping routine. I don't want to spend my days playing bridge "with the girls" either and a lot of what I see other women doing in their clubs and committees seem like busywork.

I want to learn new things, develop new skills, work on projects that really matter, and feel that I am continuing to grow instead of wasting away as I get older. When my children leave home, I want them to remember me for something besides the dishwasher and cook, and I want my husband to be proud of me for other things than keeping a clean house. Not that these housekeeping tasks are not important--I want to do them well and quickly and have some other accomplishments, too.

I know there must be many other homemakers in my position. It seems to me, from what I've heard and read of adult education, that it could answer many such needs. Who decides what shall be taught in adult classes, anyway? Is there some way I could help interpret these needs to those who decide and help interpret the adult program to homemakers who could benefit from it?

Home Economist, what kind of guidance can you give me?

I'm Georgia. I'm ashamed to say it, but I can't read or write. It didn't used to matter so much before my daughter died. After I lost my husband, she kinda took care of things, but all the rest of my folks live too far away to help.

Seems like I could make my little social security check go further if I could read and figger a bit. I hear my neighbors talking about specials in the paper and on the store windows, but I can't read 'em. I just have to go find what I want in the store and pay what they ask me. I'm not even sure they don't gyp me when they give me my change.

I get awful bnesone these days, too, since everybody's gone. Maybe if I could read it would give me something to do. Most of all, I guess I'd like to be able to read the letters from my kids and grandkids and to write back to them.

I feel bad when there's an election, because they say everybody should vote, and I can't even read the ballot, let alone the dope a person ought to read to learn how to vote right.

I don't think my neighbors really know I can't read, and I don't want 'em to know. Is there some way I could learn without everybody knowing I'm just now learning?

Home Economist, who can help me?

I'm Phyllis. I've been thinking about reading up on the bankruptcy laws and seeing if we can declare our family bankrupt and start over! I

don't know how we got in such a state because my husband does make a decent income, but we owe everybody and we're really in trouble. In fact, I'm not sure we even know exactly whom we do owe and how much, but creditors are constantly knocking on our door, and it's getting embarrassing.

I'm ready to do almost anything to get back on our feet--get rid of my cleaning woman, sell the boat and the car, move to a cheaper place for awhile, even get a job until we get out of debt, if I had someone to take care of the children. My husband has had enough of this, too. I guess we've just been living "above our means."

We need help to work out these problems and to keep from getting into trouble again. For instance, I'm sure my grocery bill is too high. I want my children to have the right food, and we all like to eat, but it shouldn't cost what we pay. And if I could sew and mend, I could probably cut down the clothing bills. If I had more skill, I could do my husband's shirts and some of the cleaning, and we could entertain at home instead of going out so much.

Most of all we need to know how to plan ahead and not buy so much on credit. We're not stupid people, but it surely looks like we are right now!

Home Economist, how can you help us?

WHAT SHALL WE TEACH IN ADULT EDUCATION?

If one would try to judge what should be taught in adult home economics by observing reports of what has been taught, he might conclude that the most important content for any such curriculum is HOW TO SEW. Sometimes three-fourths or more of an entire program consists of courses in Beginning Sewing, Advanced Dressmaking, Tailoring, and perhaps a few in making hats or draperies. Is this desirable?

Two determiners of the content of adult home economics--or any educational curriculum--should be the needs of the individuals and the needs of society, as evidenced by personal and social problems experienced, such as divorce, crime and delinquency, mental illness, unemployment, poverty, or even boredom. Needless to add, these needs, both for the individual and for society, are constantly changing. Hence, the necessity for continuous curriculum revision.

But what do we mean by the term need? Jackson investigated this problem and reported his findings in a thesis entitled, 'The Understandings Which Adult Educators Have of the Word 'Need' and Their Use of the Word.' (19, p. 202) From his study he concluded that 'need appears to be a

philosophical term describing that which must be accomplished or changed in the individual for some value to be realized." One might raise the question: Whose value?

We might also submit this definition: An individual's need is that knowledge, experience, or ability which would enable him to solve a practical or scientific problem. A felt need is one which the individual recognizes as contributing to the solution of his problem, and unrecognized needs may become recognized if the individual is led to see the relationship between the problem and the knowledge, experience, or ability required to solve it.

Once it has been determined that knowledge of a given area of subject matter can contribute to the solution of some problem, attention should be focused on the structure of that subject matter and its basic ideas or concepts chosen for instruction. These general ideas showing the relation between parts of the subject or between this subject and other areas of study must be presented in a manner and at a level understandable to the learner involved. As Bruner says, "...the foundations of any subject may be taught to anybody at any age in some form." (5, p. 12) If adult learners--or any learners--can see the relation of subject matter to personal problems, they will be eager to learn, and they will be more likely to remember what they have learned. Indeed, if adults don't see this relation, they are not likely to continue in a class or to pursue the study in other ways. Part of the teacher's job is to find ways to relate subject matter to these recognized problems and thus to make it interesting. To quote Bruner again, "It is the consensus of virtually all the men and women who have been working on curriculum projects that making material interesting is in no way incompatible with presenting it soundly." (Ibid., p. 23).

Now what does this tell us about choosing our content? Does it help us answer the question of whether sewing is a reasonable choice? Does learning to sew help anyone solve a basic problem? It can, if the problem is understood by teacher and student, if the sewing concepts basic to the solution of this problem are taught, and if the teaching is done in such a manner as to increase the student's independence in solving this and future problems.

Let's look at Johnnie, for example (see page 149). What curriculum content does she need? She needs counseling. And curriculum certainly should include counseling as well as classes. A commonly accepted definition of curriculum is "all of the activities that are provided for the student by the school." (1, p. 155) "There should be no sharp divisions between subject matter and method, the curriculum and the extracurricular, education and guidance and philosophy and practice. This unified concept is caught up in the learning activities which the school provides for achieving its goals." (Ibid., p. ix) And other extraclass activities such as clubs, field trips, travel tours, meetings with prospective employers, or work experiences may be necessary to broaden a student's outlook, develop social skills, or establish confidence. Johnnie needs

information about where and how she can get the needed diploma. Are there credit classes for adults in which she can enroll? What about correspondence study? What do such things cost? Could she study "on her own" and take GED tests for an equivalency diploma? Who would guide her in such study?

Johnnie also needs marketable skills. She might learn to set tables, handle dishes in a sanitary manner, iron skillfully, turn up a hem, recognize a well-fitted garment and know why it fits, keep a child safe and happy while his mother works, or make an appetizing pizza. She might also learn that as one's skills increase, his job opportunities increase, so that she would want to continue to learn even after she acquired that first job.

Johnnie may also need help in how to apply for a job. Here she may be led to see that employers expect applicants to speak correctly and that even the noncollege-bound may need to recognize an irregular verb. And she may need guidance in the area of grooming or in how to get along with fellow employees. Special praise when she shows improvement in any of these areas may increase her confidence and degree of independence.

Even if a teacher does not have time to work with all or large numbers of drop-outs and unemployed persons, it need not prevent her from helping Johnnie and her mother. If every home economics teacher could assist even one or two in this category, many thousands could thus be rehabilitated. And the satisfactions gained from really getting to know these two and seeing them gain independence usually outweigh the time and effort required to help them.

If Johnnie can secure enough encouragement and assistance through adult education to solve her problems, society will have another contributing member. If not, that same society may have a delinquent or criminal, another occupant for the mental hospital, or a permanent welfare recipient who produces another generation of welfare recipients. It has been demonstrated in places like Flint, Michigan, that an outstanding adult education program can be financed by adding only four percent to the regular school budget. In that city about one-fourth of the population is enrolled in some type of adult education each year in a program that covers the area geographically by using all the school facilities, covers the clock by offering activities morning, afternoon, and evening, and even some after midnight for shift workers; and covers the interests of all by an endless variety of courses, clubs, lectures, trips, art activities, and other types of experience.

For those who think adult education is expensive or that all available funds should be spent on education for children and youth, let them contemplate the cost of not providing adult education: reduced income from taxes, increased expenditure for welfare, hospitals, police protection and jails, and retarded economic growth for the community and the nation.

A look at Gertie or Helen may help us further in determining our curriculum content in home economics for adults.

Any curriculum planner must make decisions about whether he should include content which tells the student what to do, how to do, what to think, how to think. In a democratic society lip service is nearly always given to the idea that a teacher should not tell a student what to think, nor in most cases, what to do. But our actions often belie our words as we tend to make students' decisions for them or subtly inculcate in them our own values. The central purpose of American education, as enunciated by the Educational Policies Commission, is to help students learn to think.⁴ This is certainly no less important for adult students than for children and youth.

How could a home economics teacher choose curriculum content that would help Gertie learn to think? (See page 150). She obviously needs nutrition information. Would she respond to a series of well-presented, logically organized lectures on the nutrients, from protein through the minerals to vitamins E and K? Or would she benefit from being asked to read such material in a systematically organized textbook? According to Alberty, "A curriculum based upon direct, personal experience is much more apt to be meaningful to the student than one based upon the logical organization of subject matter. Such a curriculum, however, must draw heavily upon logically organized subject matter if it is to be effective." (1, p. 196) In other words, the teacher might lead Gertie to see that her health problem might be related to her pie-and-coffee meals, and to stimulate her to want to learn more about what protein and iron do for the body and what foods are rich in these nutrients. When she saw a personal need to learn such information, she would be ready to profit from the lecture or the reading, provided it was presented on her level, and provided it was followed by opportunities to use the information in solving her problem. As Alberty says further, "Miseducation can result when subject matter is not connected with vital experience, but it can also result when vital personal experience is not connected with appropriate subject matter." (Ibid., p. 161) Adults, as well as younger people, need experiences through which to learn, but mere activity is not experience. Gertie could go into the foods lab and enjoy preparing delicious dishes of the sort she needs for a balanced diet, but if she did not understand the relationships, her knowledge of nutrition would not improve. Such activity might, of course, have other values for her since another problem she mentioned was loneliness.

Gertie's housing problem would give the teacher another golden opportunity to help her learn to think. Setting up alternatives--she already suggested three--and examining each; gathering needed facts such as the cost of renting an apartment or joining a home for the elderly, getting an appraisal on her house, investigating possible renters, etc.; anticipating the probable consequences of each course of action; determining whether a chosen alternative must be final or could be given a trial run; evaluating the results of action in terms of her own values and the

consequences she anticipated--all this is the essence of thinking. The teacher could point out the stages in the process as she engages in it, and she could intellectualize the experience and be able to transfer her increased ability to think to the next problem.

Helen has indicated need for different curriculum content (see page 151), but the principle of meeting the needs of the learner remains the same. She has expressed a desire to learn more about home management, especially in regard to the more efficient use of her time and to financial planning to avoid excessive use of credit. She would be interested in research findings that would help her understand the effect of working mothers on their children. She wants to learn how to redecorate her house and how to shop for clothing.

Here, again, it would be extremely important for the teacher to get across the basic concepts of the subject matter chosen for study, while helping Helen solve one of her problems. In clothing selection, for example, she may need to learn buying principles, such as, Comparison shopping may enable a consumer to buy at lower cost; or Increasing one's available alternatives by shopping at many sources of supply can save money. Since her time is so limited, she may be even more interested in relationships concerning fabrics and wearability or maintenance, such as the meaning of "wash-and-wear" or "ten-ounce denim" or the extent to which weave or pattern affects wrinkle resistance in a given synthetic.

In any case her learning will be more meaningful and will be remembered longer if the emphasis is on basic concepts, generalized relationships which can be applied to many situations.

This is true in any teaching-learning transaction, and is often emphasized by those who have worked in the less-developed countries. Eva Ricketts has written from East Africa:

Much thought has gone into developing the course to meet the needs of the people and the countries, to adapt knowledge to the facilities, situations, and the varied backgrounds.... There is a real thirst for knowledge and an eagerness to learn, which makes teaching a joy....We have had to sift out the basic principles which apply anywhere in any community or situation (28, pp. 20-22).

And Ramona Marotz, a Peace Corps worker in Chile, echoed the same ideas of meeting needs and teaching basic concepts when she said, "Peace Corps work led me back to basic principles where I could begin building, depending upon the needs of the people and available supplies....For the home economist in the Peace Corps, closing the gap of knowledge in a foreign country is much like extension work and teaching--she doesn't know what people need to know until she begins working with them." (25, pp. 277-8)

We could go on with Donna, Kathy, and the others. Eva wants to learn how to plan a house she can work in in her wheel chair, Doris needs help in understanding teenagers, and Hannah has most of the problems in the book: financial planning, food preparation and nutrition, mending and altering clothing, credit, insurance. For some, the problem may not be clear, and the first step in determining curriculum may be to help the student define the source of his difficulty. In some cases, the school may not be the only or even the best source of help. If some other agency or segment of society, some other community resource, can serve more effectively, the teacher can guide the student to that source. As Tyler points out

In developing the curriculum, we must recognize the educational tasks that can be borne by other community resources, such as the home, church, youth agencies, business, industry, agriculture, and the like. Each educative institution and agency needs to be encouraged to meet the responsibilities which it can most effectively discharge. Needless duplication and the overloading of some institutions can be eliminated, and in this way the total educational effect can be maximized (32, pp. 527-33).

Sometimes beginning teachers are hesitant about attempting adult classes. They may feel that the older homemakers have so much more experience that there is nothing they can teach them. In such instances, a helpful supervisor may point out that, though lacking in age and experience, the teacher does have four years of professional education that most of the homemakers do not have. She might be led to see that this professional education can enable her to help with a problem like Ginny's--finding a way to get out occasionally without neglecting her four Little Ones (see page 153). Ginny would probably be very understanding if a young teacher approached her with

I don't have any children and I don't claim to be any kind of expert on child rearing, but I have heard you and others with young children say you'd like to get away from them occasionally, and I wondered if my experience in the University Nursery School might be of assistance. I could help you set up a play school and explain the procedures that were used with the children there, and you mothers could take turns so that you'd have a morning or two a week free to shop or whatever you like to do.

Such a teacher might save the sanity of a few harried mothers and at the same time learn from their experience as parents. Other beginning teachers might have special talents in foreign foods to share with a gourmet class or a flair for combining patterns that enables them to guide adults in creating their own designs, or recent knowledge about campus clothes that mothers about to send daughters off to college would welcome.

Some adult classes may be special groups of "adults" who are younger even than a beginning teacher, and she might feel more secure with

them than with older homemakers. She might even organize a group of young brides or a class of dropouts like Johnnie with this in mind.

It should be obvious by now that an adult home economics curriculum should be broad; sewing is not enough. Even if sewing is all women ask for, the clothing classes should be used as a spring board for developing a wider offering. Interest can often be developed in other areas by conversation in a clothing lab, by having displays in the hall concerning other aspects of home economics, or by arranging for clothing students to visit other classes or even inviting other classes to attend the inevitable fashion show.

Graduate students of Professor Hattie Lundgren at Illinois State University considering this problem made these suggestions for broadening the home economics curriculum:

- .Program should help update knowledge and be of interest to both men and women.
- .Opportunity should be given for development of creativity.
- .Mental health should be emphasized with particular interest given to care of the indigent, handicapped workers, school services, family service centers.
- .Legal aspects of the family should not be neglected.
- .Money management instruction should include insurance, credit, cost of college education, and purchasing of such services as laundry, dry cleaning, house cleaning, food preparation.

Lutz reported, after studying a southern Illinois community, that "some homemaking teachers encourage women to choose clothing classes" and that "a large number of the women enrolled stated that they would have taken other courses in lieu of clothing had other classes been offered in adult homemaking." (24, p. 113) On the basis of her study she made these recommendations:

1. Use an advisory council for the homemaking department in planning, conducting, and evaluating adult classes.
2. Conduct research in the community to find what the adults need and would like to have offered.
3. Give publicity to areas of homemaking other than foods and clothing. Prepare a summary of information that could be taught in other areas as an interpretation of the homemaking program. An open house in the homemaking department with exhibits on all areas of home economics could serve this purpose.

4. To the extent that it is feasible, plan the adult education program on a two-, three-, or five-year basis.

Regardless of the curriculum content of our adult program at any given time or of the number of students enrolled in our classes, we must, as Hunter has said, "do more to convince homemakers that adult education is not only possible but in our society it is absolutely essential." (18, p. 427) Tyler also emphasized this point when he said:

Another trend of great importance in planning curriculum is the fact that accelerating developments in science and technology make it likely that the knowledge and skills required for most occupations will be changing at such a rate that education should emphasize flexibility, adaptability, and continued learning....The emphasis should be upon helping students widen their horizons and develop into lifelong learners, interested in and capable of acquiring new knowledge and skills. (32, p. 531)

Kidd has summarized the considerations in the determination of curriculum content in this way: "Choosing a curriculum for adults means several things. It means

understanding the needs and interests of the learner,
understanding the situation in which he lives, and the kinds of content that may serve his needs;
a careful statement of objectives in form that sets out the desired changes as well as the subject matter,
selection of the precise learning experiences that may best accomplish these objectives.

It assumes the fullest possible participation by the learner in curriculum building." (9, p. 281)

In this summary Kidd has stated what many educators believe, i.e., that curriculum and method are all of a piece, that any separation of what is taught and how it shall be taught is an artificial one. Hence, we shall in the next section continue with a discussion of the "hows" of adult education.

In communities where the high school home economics teacher is the sole "adult educator" in home economics, the broad curriculum suggested here may seem overwhelming or impossible. Indeed it would be if she had to "go it alone." We shall, therefore, try to suggest ways in which she can "multiply herself" and encourage community cooperation so that many needs of individuals of the community can be met. There are countless avenues through which basic concepts can be learned and taught.

HOW SHALL WE SET THE STAGE FOR LEARNING?

Some educators have attempted to separate curriculum and method. One might hear such educators at a curriculum conference saying, "Our job here is to determine what should be taught; it's up to the individual teacher as how it shall be taught." Other educators disagree vigorously with such an attempted separation as has been pointed out in quotations from Alpert (page 157) and Kidd (page 163). Bruner comments upon this interrelatedness when he says, "...a teaching aid has the function of helping the student to grasp the underlying structure of a phenomenon" (5, p. 81) and "There are certain orders of presentation of materials and ideas in any subject that are more likely than others to lead the student to the main idea." (Ibid.,

Dewey, too, was emphatic on this point. "Method," he said, "means that arrangement of subject matter which makes it most effective in use. Never is method something outside of the material....Method in any case is but an effective way of employing some material for some end." He said further, "Since thinking is a directed movement of subject matter to a completing issue, and since mind is the deliberate and intentional phase of the process, the notion of any such split is radically false." In illustrating this idea he added, "When a man is eating, he is eating food. He does not divide his act into eating and food." (6, pp. 194-5)

Hence, any statement that is made regarding method must take into consideration the subject matter being taught; and it must also consider the students and the teacher. A technique that is effective for some students may fail for others. One teacher may be able to use a given procedure with satisfactory results while another may not have the needed skill or the type of personality to make it work.

In considering how we shall teach adults--or anyone--we think in much broader terms than of the usual listing of methods and techniques. The first consideration is how to establish an atmosphere in which learning is encouraged, an atmosphere of mutual respect between the leader and the led. Important helps for the leader with this concern may be found in a publication of the Adult Education Association entitled, Creating a Climate for Adult Learning. In this conference report several outstanding adult educators contribute to our increased understanding.

Part of the desired "climate for learning" may depend upon space, light, color, acoustics and how all of these and other elements are combined in the design of the building for adult education. But bricks and mortar, desks and chairs do not necessarily create a favorable climate. One architect, William W. Caudill of Corning, New York, insists that planners of adult educational facilities "think and act in terms of individual needs in contrast to teaching the class." "We need space," he says, "that can be converted to care for individual differences." (37, pp. 71-3) Another architect, the famous Richard Neutra, once told Caudill that he would plan a schoolhouse as he would a tomato cannery; he would study the process of canning tomatoes--how they are brought in from the

fields, how they are cleaned and prepared for cooking, how much space it takes to do this, how the tomatoes are cooked and the equipment needed and how much space the equipment takes, how the product is put in cans, sealed and labeled, and the kind of equipment and space needed to do this, and how the finished product is boxed and transported to the consumer. But even more important than studying the process is studying the tomato itself--finding out about its tenderness, how easily it bruises, how to preserve its flavor. Likewise, a school planner needs to study the process of adult education and the adult learner as an individual.

Perhaps Neutra was saying the same thing that Walter Cocking said to this conference whe he titled his address, "Environment Teaches." He said that

the environment teaches day and night, without ceasing, seven days a week, 52 weeks a year. I am sure that in our adult education program the environment we create will be a stronger teacher than anyone who carries the name of teacher. So our aim, endeavor, and objective must be that we create an environment that will teach constructively (Ibid, p. 86).

This environment that teaches is not, of course, just within the school, important though that is. "The community," says Cocking, "is the unit of any sound forceful adult education program. Organized agencies within the community must learn how to share together rather than compete. They need to cooperate rather than talk about cooperating."

Cocking calls adult educators the "servants of the enterprise." We must find and use the person who knows. It is thus that the home economics teacher can "multiply herself." She can find and use many people who know--perhaps more than she knows herself. She can coordinate teachers of specialized courses, programs of study clubs, and appearances on radio and television. Hallenbeck in another AEA publication, emphasizes the importance of this function when he warns that in some communities there may have been "an effort to coordinate in order to plan when there should be planning in order to coordinate....The failure to develop coordinated community planning may be the greatest single handicap to a broader service of adult education." (36, p. 7)

If a home economics teacher can get her community to "cooperate rather than talk about cooperating" and to "plan in order to coordinate," she will probably make a much greater contribution than by teaching any number of courses in her department.

Who or what could she attempt to coordinate? That would, no doubt, depend upon the particular problem on which she was working or the particular group she was trying to serve. If family relationships seemed in need of improvement in her community, she might work with marriage counselors, ministers, lawyers, judges, PTA's, and other groups or individuals who were interested or involved. If women in her area needed education for employability, she would probably contact employers to see

what kind of skills were needed and whether they provided the training. She would find out whether present adult classes or the program of the Extension Service offered help in these skills. If labor unions were involved she would inquire whether they provided educational programs for these women. If it seemed desirable to organize new programs of instruction, she might contact women's clubs or Home Economist groups for possible teachers. The Employment Service might cooperate in the effort.

In another case this home economics teacher could be attempting to serve a particular group, such as migrant workers. Coordination here would involve different persons or units, perhaps the employers of the migrant labor, welfare organizations, church groups interested in the migrant and his problems, housing officials, family finance counselors, credit agencies, child care centers, nutritionists, or those concerned with literacy if the migrants lacked enough basic education to be functionally literate.

Such coordination takes time, of course, and the home economics teacher with a full load of high school classes will have no excess of this valuable commodity. She might be the spark, however, to set a fire if she said the right thing to the right person at the right time--during a home visit, in a speech to the Rotary Club or the PTA, on the radio or TV, in a newspaper article, at the grocery store, on the street, at church, or even at a dinner party. She needs only to understand the problem and to have a genuine desire to see it solved.

One instance of such coordination is reported in a recent issue of Adult Leadership. It is a story of how an adult class for the underprivileged was begun with the joint efforts of educational institutions, governmental agencies, business, and private individuals (30).

In considering the question of how we shall teach adults, we also encounter the related one of when to teach them. Traditionally, adult classes have been thought of as "night classes," but some adults work at night and others cannot leave their families or do not have transportation at night. For them day classes are the answer, but at what hours and on what days? Much thought needs to be given to this question by both the leaders and the led. Some adult students can come to class only on their "day off," others only during the hours the children are in school. Some would like classes in the late afternoon so that they can go from work to class and then home. One successful class of this sort was a foods class that called itself a "supper club," a group of office girls who met from five to seven. Some homemakers would like to attend classes on Saturday when husbands are at home with the children, and some individuals or couples would enjoy devoting their Sunday afternoons or Sunday evenings to adult education pursuits. What community is alert enough to consider all these needs and interests? Or those of the wide-awake adults who would attend an early morning class before they go to work? Pace College in New York City found in a survey of 850 students that 70 percent were interested in such classes and hence is scheduling 7 a.m. courses in eleven subjects ranging from music appreciation to business law (27, p. 8E)

The large numbers who watched Continental Classroom on television at 6:30 a.m. also attest to this need.

When day classes for adults are requested, a problem regarding where to hold them arises for many school systems. All classrooms and laboratories may be needed to find space for adults. Could the faculty spare the lounge for an hour or two once or twice a week? Is it large enough for the class that needs to use it? Is the gym a possibility, or the stage of the auditorium, or the audio-visual room, or the library? Is there space in a grade school?

If no space can be found in schools, where else might one look? Some department stores and banks have "club rooms" that can be had for such meetings. Is there a room at the utility company, the public library, the community building, a college, the court house, a church? What about the buildings at the Fairgrounds?

Relation of principles of learning to methods of teaching

Although much research remains to be done before the final chapter can be written on how we human beings learn, there are a good many generally accepted principles which can guide us in our teaching efforts. Among them these from Goodwin Watson of Columbia University (10, pp. 1, 4, 5, 7, 8, 10, 15).

1. The best planned learning provides for a steady, cumulative sequence of successful behaviors.
2. The type of reward which has the greatest transfer value to other life-situations is the kind one gives oneself--the sense of satisfaction in achieving purposes.
3. Students are more apt to throw themselves wholeheartedly into any project if they themselves have participated in the selection and planning of the enterprise.
4. Reaction to excessive direction by the teacher is likely to be either apathetic conformity, defiance, scape-goating, or escape from the whole affair.
5. It is useless to command people to think; the process of thinking involves designing and testing plausible solutions for a problem as understood by the thinker.
6. The best way to teach a general concept is to present it in many specific situations and encourage students to abstract and apply the generalization in still other situations.
7. People remember new information which confirms their own attitudes better than that which runs counter to these attitudes.

8. The best time to learn is when the learning can be useful. Learning in childhood, then forgetting, and then relearning when need arises is not an efficient procedure.
9. The superiority of man over calculating machines is more evident in the formulation of questions than in the working out of answers.
10. The right size of group for any activity depends on both the maturity of the individuals and the nature of the activity.
11. When groups act for a common goal there is better cooperation and more friendliness than when individuals are engaged in competitive rivalry. Some studies also indicate that the more cooperative groups produce results of better quality; the competitive emphasis directs attention toward winning rather than toward excellence of performance.

Tyler, in an address to the American Home Economics Association in 1962, outlined nine "conditions for effective learning." (32, pp. 332-33)

One, the learner is motivated; learning is not possible except as the learner himself is involved in it.

Two, the learner finds his previous ways of reacting unsatisfactory so that he is stimulated to try new ways of reacting. (That is, he encounters a problem).

Three, the learner has some guidance of the new behavior he tried in seeking to overcome the inadequacy of previous reactions.

Four, the learner has appropriate materials to work on.

Five, the learner has time to carry on the behavior, to keep practicing it.

Six, the learner gets satisfaction from the desired behavior.

Seven, the learner has opportunity for sequential practice, with each subsequent practice going more broadly or more deeply than the previous one.

Eight, the learner sets high but attainable standards of performance for himself.

Nine, the learner has means for judging his performance; he is able to tell how well he is doing and to continue learning when no teacher is available.

Do these conditions for effective learning or principles enunciated by other eminent authorities dictate that certain methods or techniques of teaching are "good," others "poor"? Perhaps not. But they should offer us some guidance in how or when to use the various methods we know and some stimulation to try some new ones.

If "learning is not possible except as the learner is involved in it," can a lecture ever be justified? The answer is yes. How can the learner be involved in a lecture when he is not delivering it himself? He might have been very much involved in the recognition of a problem and in planning ways to solve it. He and his fellow classmates might have decided that each of them should interview a different person or read a different reference and then share with each other by presenting brief "lectures." Or they might have asked their instructor or some guest specialist to present a lecture to answer some of their questions. This is quite a different situation from one in which the teacher decides that the class needs certain information and proceeds to present it to them in the lecture. Here, unless the lecturer is talented enough to secure involvement of the student as he shares his enthusiasm for his subject, the principle of involvement would be violated and little or no learning could be expected. The same could be said of a teacher-planned demonstration, recitation, film projection, or, for that matter, of a laboratory session completely structured by the teacher. Even if students are busily engaged in following directions and making products they may not be "involved" if they see no reason for this activity and no relation between it and some problem they see as real.

How can a teacher really involve the students in their learning? She can become interested in their problems and see herself as a positive catalyst speeding up the reaction between the students and the knowledge they need to solve these problems. She can become an active learner with them, each helping the other in ways appropriate to the individual's experience, background, and ability. She will not begin a course by asking inanely what her students "want" to learn. The appropriate question might be: What are your problems and what can we do in this course to help solve them? But she probably would not state it in this way. From the first meeting to the end of the course, all learners should feel actively involved in planning and evaluating, the latter to satisfy Tyler's ninth condition for the effective learning (above) and also to increase motivation. In small classes the entire group can plan together; in larger classes, subgroups can be formed according to some agreed-upon plan, and representatives from such subgroup can form a planning committee. Groups can take turns in providing leadership for the class according to their interests and experience, and the teacher can coordinate the contributions of all and be constantly alert that all kinds of needs are being met.

Individual differences among adults are even broader than among children and youth, and their reasons for enrolling in a given class may vary widely. In a typical sewing class, for example, we may find one or more who enrolled because they:

needed something to fill their leisure hours
 wanted more clothes than their budget could afford
 could not buy clothes that fit their irregular figure
 wanted to spend less on clothes and save for other needs
 liked to be "creative with fabric"
 needed to learn ways to get sewing done in less time
 liked to meet new people
 wanted a "night out"
 found this the only course offered on the night husband took his
 course
 wanted to enroll in speech improvement but found class full and
 decided to stay and take what was available
 accompanied a friend who didn't want to come alone
 needed to learn a skill that would make them employable.

Could one class meet so many needs? Some have time on their hands and some can never find enough time to do what is necessary. Some probably have wealth and others may be on relief rolls. Some are interested in clothes or in sewing, others may not be. Could any method be suitable for all? Could they work together to plan a course for such divergent interests? Perhaps the first thing the teacher would need to do would be to create an atmosphere in which each felt free to express her reason for enrolling. Those who came for a night out or to meet new people may be reluctant to say so in the usual class situation, but if they can be accepted in spite of their lack of interest in the curriculum content, they may make a significant contribution to the class. And they may develop an interest in the curriculum even beyond the scope of this course.

The student who wanted speech improvement might enjoy reporting to the class on the latest fashions, how to care for fur fabrics, or how to sew the newest laminates. She might happen to be the wife of a businessman who could employ the ones who came to secure a marketable skill and thus could help her understand what skills were needed and guide her into a job. She might happen to have taken an art class the previous semester and could enjoy working with the one who wanted to be creative with fabric.

The woman who had an abundance of leisure might enjoy helping the one whose time was short or the one who had fitting problems, and the one who came just to be with husband or friend might be full of ideas that would benefit the one who wanted more clothes than she could afford.

The point here is that if every student is involved in the situation in a manner that encourages sharing, the benefits can be multiplied and the learning--for all, including the teacher--can be meaningful and plentiful. The "methods" used in this class would probably include

demonstrations (inserting a zipper, fitting a large bust--unless the woman with the large bust would be embarrassed)
 field trips (to a large department store to study fabrics or ready-to-wear)
 discussions (how to get more for your clothing dollar)
 guest speakers (fashion editor of the local paper)
 lectures or reports (perhaps one of the students has visited a Paris couturier!)
 films (inside a dress factory or how designers work)
 individual conferences (where to look for a job and how to apply)
 home visits (how to arrange the sewing center to save time and motions)
 coffee breaks (to become better acquainted with students, serve social needs of some)

and others. But the broader concept of method overarching all the techniques used to reach the objectives is that of student involvement in solving real problems. This concept is widely supported by outstanding educators; for example, Tyler (quoted on page 168) and Watson (see page 167). Cyril Houle, University of Chicago, says

When the adult undertakes his learning experiences, it is chiefly in terms of immediate necessities or an absorbing interest....We find that, typically, the older a person is, the more he insists that meaning must be present (37, p. 22).

And Maurice Seay, Director, Division of Education, Kellogg Foundation, says that

knowledge is more meaningful and more readily learned if the learning occurs when the knowledge is really needed--when a problem exists (Ibid., p. 25).

If adult educators can help students see their problems and learn how to tackle them and how to judge whether their efforts are successful, they will show their understanding of that central purpose of American education: the development of the ability to think. They will thus help the students to help themselves. The students will learn how to keep on learning. Seay reminds us that

The startling realization that much content of today is out-moded for tomorrow is taking the 'punch' out of the current argument for a return in secondary education to content emphasis.... If a curriculum is planned for a life cycle, content which is likely to be soon out-moded will be eliminated and more attention will be given to the skills involved in gathering and interpreting data, communicating, working efficiently in groups or as individuals, learning how to keep on learning (Ibid., pp. 24-25).

Gardner Murphy, in "Freeing Intelligence Through Teaching," asks: Can the teacher teach rationality? He concludes that we can develop the ability to think, to use reason, in our students if five conditions are assumed:

- (1) freedom from demoralizing fear
- (2) love of the subject matter and of the system of knowledge
- (3) concentration of desire upon the methods by which rationality is sought
- (4) acceptance of one's self as seeker, knower, lover of reality, and
- (5) in every relation between teacher and taught a full transactionalism, the teacher being taught, the student teaching, the two learning and teaching in reciprocity (10, pp. 59-60).

Malcolm Knowles on The Methodology of Adult Education

One of the features of the 1963 convention of the Adult Education Association at Miami Beach was a closed-circuit television system in the convention hotel. From early morning until late at night this studio was telecasting news, announcements, interviews, films, and videotaped lectures by outstanding adult educators. One of these lectures was "The Methodology of Adult Education," by Malcolm Knowles.

Knowles says that the methodology of adult education is dictated by the adult, his insistence upon immediacy of application of knowledge, his requirement that it be problem centered.

He outlines six steps in planning an adult education program:

- (1) Set up a planning committee or advisory council
- (2) Determine needs and interests; survey the community
- (3) Formulate objectives
- (4) Design a program of activities including classes, study groups, institutes, or whatever seems needed
- (5) Determine a plan of operation for securing teachers, registering students, promotion and publicity, budget, etc.
- (6) Evaluate and plan for improvement

In planning a particular class or course, he would use essentially the same six steps:

- (1) Establish a climate of mutual respect; get acquainted; explain teacher role, cooperative planning, etc.
- (2) Determine needs and interests by pretests, questionnaires, observation, buzz groups or whatever means may be appropriate.
- (3) Identify exact learnings needed and state objectives regarding knowledge, skills, attitudes, interests, and values. Except in very small classes, subgroups will probably be helpful here.
- (4) & (5) Examine methods available and choose activities for learning the above. Consider role playing, discussion, lecture, readings, field trips, audio-visual aids, exhibits, drill, practice for skills, etc. Plan for individual work and

sharing with class. Each subgroup might select a member for planning committee if desired. Plan also for

- (6) Evaluation, a mutual process to determine learning outcomes; emphasize learning, not memorization.

The videotape showed these steps in action in the classroom and would be helpful in the pre-service or in-service education of teachers of adults.

The Importance of Experience

Siegle points out that an adult entering a class may be limited by a number of characteristics: (1) fear of self or feelings of inferiority, (2) lack of association or uncertainty regarding his community status, (3) fear of others, and (4) fear of ideas (38, p. 22).

This same fearful adult, however, has some distinct advantages. Chief among these is the fact that he has lived longer than the child. In Siegle's words, "the most precious ingredient the adult brings to the classroom is experience." Adults are "capable of changing their ways of thinking, feeling, and doing, because every adult is a cumulative, dynamic integration of experiences." (Ibid., p. 23)

What, then, is experience? Is mere activity experience? Albery says not. He points out that "the nature of experience can be understood only by noting that it includes an active and a passive element peculiarly combined." (1, p. 156) It involves a trying and an undergoing. To "learn from experience" is to understand what we do to things and what we undergo as a consequence. "When the interconnections are seen, we are said to have an experience." (Ibid., p. 157)

When we plan learning experiences, therefore, for our adult students--or any students--we must understand the importance of these interconnections. A so-called "laboratory experience" for a student may not be an experience for him at all; it may be simply a mechanical following of directions with no known relation to anything that has gone before and no application to anything yet to come.

But experiences do teach. And if the leader and the led plan together the experiences designed to add to knowledge for a given purpose, then learning is likely to result. Activities involving the whole body may teach more than those in which only the eye or ear and brain are involved, for we learn with muscles and finger-tips along with the nervous system. In considering whether to take a class to visit a slum or to show a film depicting slum conditions, one teacher remarked, "You can see a slum in a film, but you can't smell it."

Nonclass Methods of Adult Education

Although the term "adult education" usually conjures images of adult classes, probably a very small proportion of the education of most adults is gained in this manner. Some refer to other ways of imparting knowledge to adults as "informal methods of adult education," but this is not to be confused with informal methods used in adult classes. Perhaps it would be clearer to refer to them simply as nonclass methods. These methods are many and varied, and they are most important.

One of the first to come to mind is, of course, television--educational television and the "educational" programs of commercial stations. Many words have been spent in trying to define what an educational program is. We would suggest that any program or part of a program which enables a person to see new relationships among his past experiences or to improve his ability to direct his future experiences is for that person educational. Thus, perhaps no program would be educational for everyone, and many programs would have educational value for someone.

Other mass media are also nonclass methods--radio, newspapers, magazines--and the same definition of their contribution to adult education might be used.

To look at the opposite extreme, there are nonclass methods which apply to one person at a time: counseling of various kinds, personal conferences with teachers or others, telephone contacts (personal conversation or services such as the Dial-a-Dietitian), and consultations. Some school systems (e.g., Philadelphia) employ home economists as consultants who work with adults in their own homes.

Other types include public lectures, workshops, institutes, conventions, clinics or open house affairs at schools, businesses, public agencies, etc.

Travel can certainly be educative, too. Some adult education centers sponsor tours, trips to museums, or other types of travel experience. The American Home Economics Association recently received some guests from Sweden who were traveling for educational purposes. They were members of a national Swedish committee on women's employment and were traveling in the United States to "explore all types of American programs, services, and products which facilitate the life of the working woman." (21, p. 339)

Other means by which adults may sometimes add to their education include bulletins, pamphlets, flyers, handouts--and imagination may be needed to determine when, how, and to whom particular ones should be distributed. Fairs and other exhibits, displays, posters, and the like can also carry educational messages if planned with a definite objective in mind.

Much adult education can take place in the programs and activities of organizations and clubs, committees or neighborhood groups if objectives are made clear and attention given to working toward them. Sometimes such groups welcome program assistance, speakers, displays at meetings, or skits by high school students--all of which might offer the home economics teacher a ready-made opportunity to provide assistance without the strain of "recruiting a class." And these organization programs should certainly be taken into account when planning classes or other activities in the community so as not to duplicate effort.

Some questions which a home economics teacher might need to ask herself when deciding whether to incorporate some of these nonclass methods into her adult education program include:

*Could I thus reach some people or groups who cannot or have not been reached by classes?

*Could I extend the work of high school classes or established adult classes by using these nonclass methods to share with a wider audience?

*Am I likely to "skim the surface" in using these methods rather than to present the depth needed for real understanding?

*Can people be stimulated to attend classes or pursue independent study as a result of nonclass activities?

*Can the time required to prepare an exhibit, for example, be better used to prepare for a class?

*How can I decide which of these methods pays greater dividends in relation to time required?

*Could I use some of these methods in connection with my regular program without taking any extra time, e.g., a home visit to a high school student to include a conference with an adult in the household? Or a tea a high school class gives for mothers and friends to include educational displays, distribution of bulletins, or a brief program by the students?

*How could I encourage others in the community to use these methods to contribute to the solution of recognized problems, such people as student teachers, Home Economists in Homemaking, Home Economists in Business, newspaper editors, managers of radio and television stations, leaders in civic and women's clubs, government officials, welfare and health workers, ministers, labor leaders, businessmen, etc.?

But whether the teacher uses class or nonclass methods, whether she is teaching or directing others who teach, she has a responsibility for helping to set the stage for learning. The stage is broad, and if

she can assist in the development of a community with an "environment that teaches" those things which its citizens need to learn, then she will surely be entitled to feel a glow of inner satisfaction.

THE HOME ECONOMICS TEACHER'S OWN CONTINUING EDUCATION

If adult education is "good" for all Americans, certainly the home economics teacher is no exception. She is concerned with growing as a homemaker (probably including wife and mother), as a consumer, as an individual, as a citizen, and as a professional person. In continuing her professional growth she may

- *belong to professional organizations, attend the meetings, and read the journals. Surely she will hold membership in AHEA, NEA, and AVA and their affiliated state organizations; and additional membership in the Adult Education Association and/or the National Association for Public School Adult Education should prove beneficial. AEA, publishers of the monthly Adult Leadership and quarterly Adult Education, has headquarters at 743 North Wabash Avenue, Chicago 11, and NAPSAE, a division of NEA, is located at 1201 Sixteenth Street, N.W., Washington, D.C. (If such memberships seem expensive, consider the fact that one can belong to all five of these organizations for about one-third of what the plumber pays to belong to his union.)
- *enroll in graduate courses or a program leading to an advanced degree
- *take noncredit courses in adult education centers
- *participate in civic organizations, study groups, coordinating councils
- *travel--with a purpose
- *write for publication
- *serve on professional committees
- *converse and correspond with colleagues regarding important issues
- *engage in action research
- *hold professional offices
- *encourage students to ask hard questions
- *constantly evaluate her own progress, her work, her beliefs

*read, Read, READ. A planned program of reading in a given area can easily become equivalent to a graduate course even if no credit is granted.

*say no to a request for another tea or banquet or another job that clerk or aide could do--in order to have time to THINK. Having time to think creatively and find a solution to a perplexing problem not only solves the problem, but it builds confidence and morale, develops enthusiasm for one's job. And a substitute for that is hard to find!

A Note to Supervisors

Students in the Adult Education course at the University of Illinois were recently confronted with the following on an examination:

A supervisor has asked: How can I help teachers with their own continuing professional education individually when I visit their schools and in groups at district meetings and the like? How would you answer her? Why?

The more perceptive students began their answer with something like this: She would need to begin by helping the teachers see their need for continuing professional growth, for until they realize that they have problems which more professional education could help solve, they will not respond to her suggestions. Then the students went on to mention many of the ideas included on the preceding page and these additional ones:

*Set an example by continuing her own education and letting the teachers know what she is doing.

*Ask for a report on activities related to professional growth at least annually.

*Tell the teacher about some action research project she is engaged in and explain how such research is done.

*Set up committees with important jobs to do and give recognition for work well done.

*Provide or suggest self-evaluation techniques and emphasize their importance.

*Ask them to evaluate specific books, journals, or articles for a given purpose.

*Organize one-day workshops on specific problems.

*Provide opportunities for them to share each other's strengths.

- *Mention possible resource people, commercial material, or mass media helps for certain problems.
- *Keep them informed about summer school offerings, extramural courses, institutes, conferences, new books. Provide books on loan basis.
- *Ask for specific ways in which their programs have been enriched by their participation in various types of continuing education.
- *Put their names in the paper--or the newsletter or the journal--when they do something of particular importance.
- *Remember that the principles of learning apply to them as well as to their students!

HOW SHALL WE EVALUATE?

An undergraduate was asked to evaluate a class in which she had participated. Her paper showed keen insight when it began, "If one is to evaluate anything, he must do it in terms of something. I shall assume the following objectives for this class session and attempt to evaluate in terms of these." Her professor beamed, for this student had shown evidence of having abstracted a principle that he was trying to teach. Is it not true of all evaluations that they must be made in terms of objectives? Whether one wishes to judge the success of a dinner party or the foreign aid program, a meeting held or a child reared, the question must always be asked: What were the objectives? Barbara Ward, the British economist, asked it in an article in the New York Times Magazine when she said, "And if one wants to ask the question--how successful is the Communist effort?--then it is important to try to grasp what the objectives are." (34, p. 11)

If there are no objectives then, there can be no evaluation. But does it matter what the objectives are and how they are stated? How would one evaluate in terms of the following objective for an adult clothing class:

To have our families appropriately, attractively and economically dressed through practicing successful home sewing using suitable construction details. (From the handbook of a home demonstration club.)

What types of evidence can one collect that a family is appropriately dressed? What is appropriate? Attractive? Economical? What is "successful" home sewing? What are "suitable" construction details?

Or this one from an English course: "To develop right attitudes and patterns of conduct through reading books which reveal the characteristics of the good life." (From "The Principal," in Redbook, June 1963, p. 132.)

What are "right" attitudes? What is "the good life"? Can one gather objective evidence that students are developing "right patterns of conduct"?

If evaluation is to be effective, surely objectives must be clear and stated in a manner as to permit the assembling of data which can serve as evidence in making judgments. What sorts of data would be acceptable? They may be either quantitative or qualitative. Values will be interposed in decisions about the kinds of data to collect as well as in the judgments based on the data, but if careful consideration is given to all aspects of the situation, there can be judgment and not mere opinion. According to Bloom

...one major purpose of education is to broaden the foundation on which judgments are based. Thus, it is anticipated that as a result of educational procedures, individuals will take into consideration a greater variety of facets of the phenomena to be evaluated and that they will have in mind a clearer view of the criteria and frames of reference being used in the evaluation (3, p. 186).

Another important question relating to evaluation is: Who shall make the judgments? If evaluation is to be a learning experience, then it seems reasonable that all those involved in the situation should participate in making the judgments about its effectiveness. If evaluation is to lead to improvements in the situation, then, again, it seems that improvement is more likely if all who are involved should help judge and make decisions about what improvement is needed and how to achieve it. If an adult class is to be evaluated, teacher and students could work together in doing so. If the program of an adult education center is being appraised, the appraisers may include administrators, faculty, students, clerical and maintenance staff, and members of the community it is attempting to serve. Experts from outside the situation may be called upon to assist or to act as consultants.

Some questions which the group might consider in appraising an adult education program include:

Did we have clearly state objectives?
 What evidence do we have that we are progressing toward them?
 Are we serving all socio-economic, ethnic, occupational,
 education, and age groups?
 Are we considering changing employment needs?
 Is the financing adequate and fair to all?
 Are the instructors well qualified for the courses they teach?
 Does attendance drop after the first few meetings? If so, why?
 Do participants think they have benefited? Why or why not?
 Are physical facilities adequate?
 Is there an advisory council?

This group--and any group attempting to make an evaluation--will also have to decide when an appraisal should be made. Should it be at the end of a course or a school year or a five-year plan? Or is it more reasonable to make regular appraisals during the course or school year in order to plan improvements that can affect the evaluating group immediately?

Another question facing those who would make appraisals of an educational situation is: What shall we evaluate? Bloom says evaluation is "making judgments about the value, for some purpose, of ideas, works, solutions, material, etc." (3, p. 185) His "etc." indicates that there might be other things to consider. Simpson would add situations, learnings, and processes (12, p. 179); and others might mention knowledge, attitudes, skills, and abilities.

Should all of these things be evaluated at once? Sometimes such a general appraisal may be called for, but at other times it may be more helpful to concentrate on one or a few, with others to be reviewed later.

In evaluating the results of a course or a series of classes on a given subject, the teacher and students might well ask themselves these questions:

What useful principles or generalizations of content regarding this subject have been learned?

What attitudes toward learning have been developed or strengthened?

What abilities to continue learning independently have been fostered?

What useful skills have been acquired?

Has ability to think been increased?

The most commonly used technique for evaluation in education has been the written test, but it is not necessarily the most effective. Adults usually resist such tests, but in some groups they may be acceptable if the student does his own scoring and no one can see "how many he missed." Or if the instructor introduces the test with a statement such as

I am giving myself a test to see how well I have taught you the things we agreed were important for this class. You need not sign your name. After you have underlined the word which provides the best answer in each statement, we shall discuss them and you may check those on which I have failed to get across the needed information earlier.

Here the test is used as a teaching device as well as an evaluation, and no student is threatened or embarrassed by failure. Of course, even this could not be used in classes where the literacy level is low. Some who could profit from learning a skill in the class would probably drop out at the first mention of anything written.

Adult educators have learned other techniques for making appraisals, however, that are more generally acceptable to students and may be of more value, particularly when they are attempting to measure results other than content learned. For example, they may develop with the students a rating scale such as the following which one teacher used in a clothing class.

WOULD YOU LIKE TO GIVE YOURSELF A RATING ON YOUR COMPLETED PROJECT?

(Underscore appropriate phrases or write in some of your own)

	Excellent	Okay, maybe	Not so good
	-----	-----	-----
it: comfort and appearance	feels fine; correct ease at bust, waist hip, sleeve; waistline seam at exact waist; grain lines straight at bust, hip, sleeve cap, and shoulder; side seams at center of figure; length becoming and fashionable; darts correctly placed; no puckers and wrinkles	a little tight after a big meal; wish I had another inch across shoulders; a little loose in the hips; an inch too long for present fashion; a bit long on shoulder or tight in armseye	can hardly sit down; sleeves pull when I drive; bust dart too high or low; too tight in bust; hangs on me like a sack; side seams swing toward front; too long or short by a couple of inches; waistline seam shows below belt
choice of material	becoming color suitable to pattern; suited to my skill	color okay, but not flattering; didn't ease very well for the set-in sleeve; difficult to press; a little too hard to handle with my present skill	color unbecoming; too bulky to gather; wouldn't hold pleats; I couldn't keep it from raveling badly; needed lining and I wasn't ready for that
choice of pattern	becoming lines for my figure; becoming neckline for my face; challenging but not too difficult	not too bad, but other lines more flattering; I was not ready for gussets; the flared skirt was hard to hem	lines emphasize a figure irregularity; set-in sleeves and pockets too difficult; too high fashion for my needs

	Excellent	Okay, maybe	Not so good
Relation to rest of wardrobe	filled a need; goes with other garments and accessories I have	a more tailored type would have been more useful; color not too good with my coat; had to buy new shoes for it	ANOTHER party dress and nothing to wear to church; color clashes with most of my other clothes; no accessories to wear with it
Feeling about the project	loved it all the way; went together like a dream	had some trouble but learned how to avoid it for next one	hope I never have to make another dress
Construction: Seams	silhouette seams straight; circumference seams smoothly rounded curves; all 5/8" according to pattern; all finished as needed	some seams a bit wavy or uneven; some ravelled too much before I got finished to stop it; waist line seam a little puckered but belt covers, a little loose or tight	unevenness of stitching shows on right side; no finishes on material that ravel; seams too narrow
Neckline	fits smoothly; collar nicely pointed with graded seams; understitched as needed	collar not understitched; collar needed interfacing	poor fit; collar too bulky in corners; no understitching nor interfacing; used bias instead of fitted facing
Sleeves	eased in smoothly; double stitched and trimmed as needed; becoming length; lower edge neatly faced or hemmed; interfaced if needed; bias padding strip or sleeve pad added if needed	a few gathers show; not double stitched and trimmed; a bit short for my heavy arms; no padding; no interfacing but facing double stitched	noticeable puckers instead of ease; lower edge stretch hem quite obvious; length unbecoming; notch on top of sleeve not matched with shoulder seam
Zipper	lightweight, not obvious; inserted neatly and quickly	too heavy but neatly inserted; looks all right but it took too long; used wrong method but looks fair	put it in three times and still not right; seam stretch and zipper ripples; zipper not concealed in seam; stitching not straight or with thread poorly matched

Excellent

Okay, maybe

Not so good

Buttonholes	neat and strong; square corners; bias strips for longer wear' all same correct size and in correct position	used straight strips because it's easier; not bad but I wouldn't point them out to anyone; corners not reinforced; one is a bit out of line	made them on the wrong side; not exactly on center front and not all even; too large for my buttons; corners are pulling out; one looks like a pig's eye
Hem	even and invisible; taped if needed; good depth for style and fabric; fullness eased smoothly	even but not invisible; should have been taped; a bit deep for a flared skirt	noticeably uneven; hemmed with large stitches or thread poorly matched; too wide or narrow; fullness shows in puckers

Other

This teacher also used a questionnaire with items such as the following:

Do you feel confident in tackling more difficult patterns than you would try before entering the class?

Have you increased your sewing ability during the course? Your speed?

Did your garment fit, after you measured and altered the pattern, without further fitting? If not, do you know why not? Do you think it would next time?

Some teachers of adults find check lists helpful tools in evaluation. An example of a portion of a check list one teacher used at the close of the home management course follows:

CHECK LIST FOR IMPROVED HOME MANAGEMENT PRACTICES

Would you like to check up on yourself to see what progress you have made in these ten weeks on changes in your work habits to provide yourself more leisure? You need not sign your name, but if I may have the lists when you are finished, we can see the progress we have made as a group.

Check those items in which you think you have improved. If improvement has been great (You be the judge!) double check.

Item	Brief description of improvement
I am better able to recognize what my problems are.	
I see the value of including others when making plans.	
I find it easier to adjust plans and schedules to meet emergencies.	
I know more about where to get needed information.	
I have changed some of my working heights and lessened fatigue.	
I have made better use of my kitchen storage.	

Adult educators have also found that careful observation and active listening are useful techniques. Class discussion is generally helpful, and individual conferences with class members also yield valuable information for evaluative purposes in most cases. Some teachers who cannot arrange for conferences at school use the telephone for this purpose.

Many tools and techniques are available and many more need to be developed. Perhaps Houle is making a plea for the latter when he laments that "we measure the relative accomplishment of adults and of the late-adolescent college students solely on the basis of courses and tests which have been particularly designed for the late-adolescents." He was speaking of the measurement of adult learning abilities, and he continued, "He /the adult/ can learn things that no child can learn--matters which have to do with his larger experience, his fuller maturity, his broader judgment, and the range of problems which he has had to confront but which have never come within the ken of the boy or girl." (17, p. 213) How can we measure adult accomplishments effectively?

We must choose and develop our methods of evaluation to suit the situation and the people being measured, but whatever the tool or technique used, the principles of evaluation remain the same. We might summarize the principles emphasized here by stating this definition:

Evaluation is a cooperative, continuous process of making judgments, in terms of recognized objectives and of the basis of agreed-upon types of evidence, concerning past achievements, processes, materials, and the like, in order to assess growth, develop confidence, and guide future experiences.

And we might add that it is an essential aspect of learning, of thinking, of decision making, or of the process of education itself!

SHOULD ADULT EDUCATION AND SECONDARY EDUCATION METHODS DIFFER?

Sue Ramsay Crull and Joyce Prior Allen
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Should adult education methods differ from high school? Basically no! But, does this mean that adults should be taught by secondary methods or high school students should be taught by adult methods. The idea of some that secondary and adult methods should differ is often based on the structural differences between the adult and secondary situations.

The most commonly stated differences are the greater formality in the high school classroom, the necessity for grading high school students, and the voluntary enrollment of the adult student. These differences often affect the extent of self-motivation of the student, the amount of active participation in class, the types of evaluative procedures used, and the consideration for the individual differences among students.

How does the structure of adult education really affect teaching methods? Adult students enroll in a class because they want to--they have a special interest in or need for the class being offered. The class is structured on the voluntary basis in contrast to the compulsory attendance in the secondary school. Because the adult class is not a "captive audience," many teachers think adults should be taught in an entirely different way from that usually used in high school classes. Extra effort must be employed by the teacher to satisfy the interests and needs of the individuals in the adult class. If the needs and interest are not met, the adults will simply cease to come to class. To meet this demand for "satisfying the adult needs and interests," the course limits are less rigidly predetermined and more cooperatively planned with the participants. Variety in teaching methods is used to spark interest, and active student participation encourages regular attendance.

Written tests are seldom used in adult classes unless the course is taken for credit. Grades are usually nonexistent. Therefore, testing and grading cannot be used to motivate the student; the motivation must come from within the student, and it thus becomes a very individual matter.

The informal and cooperative atmosphere of the adult class encourages students to face their problems and weaknesses as well as to recognize their strengths. They feel among friends. Each needs the help of the others. They feel free to ask questions. Thus, security and respect often form the key to the door of learning that had been slammed shut "way back" in their high school or even grade school days.

How many high school teachers are unlocking these doors to learning? Do they spend time and effort attempting to meet individual needs and interests and encouraging motivation, cooperative planning, and individual involvement? Or do they just direct a "captive audience" with emphasis on assignments and grades?

Certainly, some structural differences between adult and secondary education are inevitable. Some class limits and content may be prescribed by school policy; and grading is still required though many teachers wish it were not so. But these requirements of the secondary education structure should not dictate one's teaching practices. If student learn more--and faster and remember longer--when they help to plan their objectives and learning experiences, then even high school students should have some voice in class activities and be encouraged to state their needs and interests just as adult students are so encouraged. There is much psychological research supporting the view that they do learn more when so involved. Teacher-student planning may be "old stuff" but some of the research in support of it is very new. A basic requirement for effective student-teacher planning is the sincerity of the teacher and her belief in the worth of each student. If students' views are not considered, and cooperative plans are not carried through, students lose their respect for the teacher and the so-called cooperative planning sessions.

Teacher-student planning does not mean letting the students decide what they want to learn and want to do. Students of any age need guidance which can be given by offering them choices, adding to their information, suggesting new alternatives, guiding them in seeing relationships between their problems and the curriculum content, and demonstrating ways they can evaluate themselves and help determine their grades. Cooperative effort should be continued throughout the year, and not be just a first day of school effort. This means the teacher must be especially well versed in his subject area, have a flexible program, and a genuine interest in his students. He must be able to sense when a student is ready for a given subject and how he can use it. As Watson says: "Excessive direction by the teacher is likely to result in apathetic conformity, defiance, scape-goating, or escape from the whole affair. Pupils think whenever they encounter an obstacle, difficulty, puzzle, or intellectual challenge which interests them. The process of thinking involves designing and testing plausible solutions for the problem as understood by the thinker. It is

useless to command people to think; they must feel concerned to get somewhere and eager to remove an obstruction on the way." (35)

Teachers who find a challenge in guiding students in terms of their needs seldom experience the frustration of seeing students not paying attention, causing discipline problems, writing poor quizzes, or eventually dropping out of school. Although the law requires compulsory high school attendance, a student may be present in body only. No one can force minds to attend school!

If students "learn" and get good grades in school only by memorizing teacher-presented facts, they will not likely be able to apply the facts to everyday living and problem solving. Home economics has much to contribute to everyday living; and the ability to solve problems in this area often makes or breaks a home and family.

Last spring, a group of home economics students at the University of Illinois conducted a survey among homemakers in several communities. Admittedly, it was small and somewhat unscientific, but the findings were interesting and might give a clue for further study. The women contacted said they experienced more difficulties in the following areas:

managing time in the home, teaching family members to share responsibility,

caring for and repairing clothing, and planning nutritious and low-cost meals;

than in these:

keeping the family well, selecting clothing, caring for children physically, and preparation of food for the family.

The latter were those in which help was more readily available (e.g., doctors) and clear-cut answers possible (e.g., cook books, magazines). The other areas were those where problem-solving experience would have been very helpful to the homemaker in coping with her difficulties.

Could high school teachers prepare students for their roles today and tomorrow, not only by presenting facts but also by teaching them to think for themselves? Can students learn without practice in problem solving and independent thinking? If students develop the desire to think for themselves, independence and maturity may result.

A high school teacher can promote or discourage independent thinking. Respecting students, discussing their views with them, treating them as partners in learning and not just "captive audiences" can do much to aid them in becoming mature adults as well as responsible youth now.

SELECTED RECENT RESEARCH STUDIES

The American Educational Research Association and the Department of Classroom Teachers of the National Education Association have recently been publishing a series of pamphlets entitled What Research Says to the Teacher. Their series has thus far not included one of What Research Says to the Teacher of Adults nor to our knowledge has anyone else attempted to produce a monograph with such a title.

There are many possible explanations for the absence of such a volume, not the least of which is the newness of the profession, for although some people have engaged in "continuing learning" for centuries, it has been only in quite recent years that adult education has emerged as a discipline. Some might even question whether it is yet, but we do now find professors of adult education in a few universities, doctoral degrees in adult education being granted to thirty or forty persons a year, and a growing body of literature.

Other handicaps to research in adult education include, of course, lack of funds, lack of qualified researchers, and the pressure of adult educators' time created by large and increasing enrollments. Many of these people, if they do research at all, are interested only in investigating their own institution and hence contribute but little to the pool of knowledge which permits generalizations and generates theories. Then, too, adult education encompasses such a profusion of agencies so loosely connected to each other that no single group has felt a responsibility for conducting basic, systematic research for such purposes (4, pp. 2-6).

However, there has been research. In 1957 the Fund for Adult Education made a grant to the Bureau of Applied Social Research, Columbia University, to undertake an inventory of research in nonvocational adult education which resulted in an impressive volume two years later (Ibid.). The quarterly Journal Adult Education regularly publishes research reports, and the 1963 yearbook of the National Association of Public School Adult Educators, Focus, contained a section on research. From such sources as these, this section contains brief summaries of selected studies which seem important or representative of some of the types of research being done.

Adult Learning

One of the first questions often asked when adult education is being discussed is: Can older people still learn? This one can be answered with an emphatic Yes although, as in any area, research will continue to refine present knowledge.

The first systematic studies of adult learning abilities were made by Thorndike and associates who published their results in the now-classic volume, Adult Learning, in 1928 (13). After a series of experiments

involving many kinds of adult learners and many kinds of learning tasks, they concluded that one definitely can "teach old dogs new tricks." Two other early studies and several more recent ones have produced similar findings (15, pp. 165-172).

Pending further research, Cohen feels that adult educators can be guided by the following principles which emerge from the studies to date:

1. The intellectual abilities of adults permit successful learning at all ages, at least until age sixty and probably beyond.
2. The learning situation, in order to be effective, must take into account declines in physiological abilities of older adults.
3. Motivational and attitudinal considerations apparently play an even more crucial role in the learning process among adults than they do among children and youth. The adult is not likely to be motivated to learn something which has little or no real meaning to him. The learning experience must therefore be planned and conducted in a manner which will be meaningful and relevant to the adults's experiences, interests and problems (Ibid.).

Anderson's review of research in adult learning led him to these conclusions:

1. Principles of good pedagogy apply to adults as well as to school children.
2. Learning is more rapid and efficient when the learner is a participant rather than simply a spectator.
3. When a visible and tangible product appears as a result of a learner's activity, interest is greater and the learning will be longer continued. There is a high interest value in knowledge of the results of learning.
4. Group learning is better, i.e., more effective, than individual learning.
5. The greater the number of sensory channels used in the learning process, the greater is the actual amount of learning.
6. Learning must be used to be retained (2).

Brunner, et al., summarize their survey in this area as follows:

There would be individual exceptions to generalizations, doubtless affected by, among other things, both the intensity

of the learner's motivation and the social situation. Nonetheless, there is an encouraging amount of assured knowledge. Adults can learn and, given their own time, can learn as effectively in later maturity as in earlier adulthood, unless physically handicapped. The processes of learning are now known to be more numerous and complicated than once imagined but already adaptations in techniques and to the environment can improve the outcome of adult education. While the amount of schooling makes a difference in later learning, the educationally disadvantaged can and do learn. Learning is more rapid when motivation is strong and goals are clear, and in all adult educational programs the social situation in both community and group terms influences both participation and outcomes (4, pp. 22-23).

Motivation

Another question often asked regarding adult education is: Why do people participate? Many studies have dealt with this question in various ways. Some have investigated who participates and attempted to relate participation or nonparticipation to age, sex, educational level, social status, and the like (20, pp. 141-143).

Others have asked students to state why they participate. Levine and Dole conducted such a study by questionnaire in Honolulu and suburbs and received responses from 3801 students, 93% of the students in attendance in those schools during the month of the survey. They obtained the following replies to the question Why did you choose the kind of courses you have taken and are now taking?

Reason	Percentage
Self-improvement	38
Speak and write English	37
Satisfaction	34
Practicality	31
Learn more about U.S.	22
Citizenship	21
Family living	20
Independence	19
Advancement	16
Security	15
Chance to serve others	13
Income	10

Other reasons received less than ten percent replying. In some cases there were significant differences between the responses of men and women. For example, more men than women were concerned with self-improvement, advancement, security, and income, while more women than men were interested in

satisfaction, practicality, learn more about the U.S., citizenship, and family living. Below is shown the responses to a second question, Which of the following helped you to decide what you wanted to study?

Influence	Percentage
Work experience	24
Friends	19
Husband or wife	14
Random choice	11
Hobby	9
Relatives	7
Teacher	7

Other influences (high school courses, recreation, parents, boss, counselor) received fewer than five percent response. Here, again, there were some significant differences between the sexes with men more influenced by work experience and teacher and women more influenced by friends and husband (22, pp. 133-147).

Another researcher, investigating motivation in adult college-level education, states that before persons enrolled in such classes two pre-conditions were necessary: "an awareness of education as a positive value for solving problems in a general sense, and an equation of education with happiness and success." (23)

Houle proceeded in a different manner when he interviewed, at great length and with tape recorders, twenty-two persons widely different in such characteristics as age, social status, marital condition, sex, and educational level but who possessed a common characteristic: they were all known to be actively and continuously engaged in various forms of adult education. After extensive analysis of the interviews, he categorized these continuing learners as

- goal-oriented: using education as a means of accomplishing fairly clear-cut objectives,
- activity-oriented: taking part because they find in the circumstances of the learning a meaning which has no necessary connection with the content (e.g., to meet people, escape from something) or
- learning-oriented: seeking knowledge for its own sake.

He suggests that the types might be represented with overlapping circles since one would rarely find an absolutely pure type, and he also emphasizes that we must ask for whys rather than why people participate. The one reason given when a person is asked why he enrolled in a course may be only the trigger behind a host of others, conscious or unconscious. Houle's study was reported in a series of lectures at the University of Wisconsin-Milwaukee and later published in a modest but powerful volume entitled, The Inquiring Mind (8, pp. 15-16).

Compulsory Adult Education

It is often pointed out that one of the chief differences between adult education and that for children and youth is that the former is voluntary. A few have dared to question whether this should always be so. Compulsory attendance for children and youth has been deemed desirable by our society in order that its members reach a certain level of adequacy in communication with others, earning a living, participation as a citizen or family member, and the like. This "certain level," with the compulsory age limit at sixteen, is usually expected to be some level of high school. Is it unreasonable, then, to require adults who are far below this level to attend some kind of school in order to function as adults?

This question has been asked in Chicago and has resulted in one of the outstanding research studies of the sixties. Cook County has had over a quarter of a million persons on its relief rolls costing more than \$16 million a month. Early studies had revealed that unemployment accounted for the majority of these welfare cases and that the unemployed were commonly of low educational levels. It seemed likely that many of them would be on relief rolls for the rest of their lives (7)

"As a result of these findings, Raymond M. Hilliard, Director of the Cook County Department of Public Aid, determined to develop and carry out an active and realistic program that would bring these disadvantaged persons into fruitful contact with a society from which they feel more and more alienated....To meet these needs /of basic education and job skills/ the department planned a city-wide network of training and education programs for under educated welfare recipients. Under this program, now in operation, able-bodied welfare recipients who are functionally illiterate are required to attend classes where they learn to read, write, and figure. In order to plan realistically, administrators had to know how many persons might become involved in such instruction." (Ibid., p. 77)

It was thus that the Woodlawn study was undertaken. Woodlawn is an underprivileged, predominately Negro community. The sample included 680 persons, 6.6% of whom were found to have completed less than five years of schooling, 19% five to seven grades, 16.5% eight grades, 44.9% part of high school, 11.6% who completed high school, and 1% who attended college but did not graduate. The average grade level was 8.8.

But when achievement levels were measured 50.7% were found to be functionally illiterate or below fifth-grade level, 42.2% scored sixth to ninth, and 6.5% scored the maximum of 10 on the fundamentals of reading. The average achievement score was 5.9.

Reasons given for leaving school in order of frequency were: pregnancy, had to go to work, graduation, marriage, wanted to work, lack of interest, school problems other than grades, illness, and poor grades.

"Results of the study indicate that the continued and growing existence of the subcommunity of the disadvantaged would eventually swallow

up the resources of the community--both financial and social. The situation, if left unattended, would endanger the very life of the community and its citizens. Thus, once the community has offered help to the disadvantaged, the grasping of that help cannot be left to chance. Hence, the community must consider making the educational and training programs for able-bodied dependent adults compulsory." (Ibid., p. 88)

Since the first classes in this project were organized by the public schools in March 1962, over 7000 public aid recipients have been attending evening classes in schools all over Chicago. It is hoped by the administration that the number would soon triple if funds could be found to provide classes.

Has Chicago offered a demonstration lesson for other communities?

* * *

Another study bearing a tangential relationship to the one above, also reported in NAPSAE's 1963 yearbook, is a survey of adult elementary education policies. Willcox found, by sending questionnaire to every state department of education, that

Eighteen states have no adult elementary programs and no provision for certification through the eighth grade.

Sixteen states have no definite state requirements or certification policies. Choice of achievement tests and level of performance required for certification is left to the discretion of the local district.

Seven states use the Stanford Achievement Test; six use California Achievement Tests (Intermediate Battery); three use the Metropolitan Achievement Tests; two use the Gray-Votaw-Rogers Test; two use the General Educational Development Test.

"A number of states spelled out some interesting requirements for adult elementary certification. For example, Illinois requires that in addition to passing a standardized academic achievement test 'such graduates must pass a satisfactory examination in American Patriotism and Principles of Representative Government as enunciated in the American Declaration of Independence, the Constitution of the United States of America, the Constitution of the State of Illinois, and the proper use and display of the American flag'...." (Ibid., pp. 97-98)

Educational Needs of Special Groups of Adults

One representative study pertaining to the educational needs of special groups dealt with those of out-of-school youth. Hendrickson and Foster concluded from their survey of a random sample of 300 out-of-school youth and young adults, age 19-26 in three socio-economic areas of Columbus, Ohio:

1. The assumption that 19-26 year olds are an under-served group seems to have been verified.
2. The assumption that needs of this group can be specified clearly enough to materially help youth-serving agencies to serve them better has been strengthened, but should be tested further.
3. The oft-repeated assertion among social workers that this is a difficult age group to measure because old adhesions have been broken up and new ones are only in process of formation has been reinforced.
4. Communities do not provide educational opportunities for out-of-school youth analogous to those provided for youth in school.
5. Clearly defined needs for assistance in the areas of vocations, marriage, and citizenship are shown but do not stand out as sharply from other educational and cultural needs as assumed.
6. Factors other than sex or marital status made little difference in the kinds of activities favored.
7. Libraries should feel challenged by the 47% who do not read books.
8. This group feels a strong need for socializing.
9. Strong interests in sports and physical fitness were expressed.
10. This group includes avid TV watchers and readers of magazines and newspapers.
11. Cost was often mentioned as a deterrent to educational activities.
12. Out-of-school youth are more interested in pragmatic affairs, such as job improvement, establishing a home, improvement of personality, etc., which will help them solve their immediate problems than in cultural activities.

Concerning this last conclusion the authors comment that "there is, happily, a history of adult education agencies serving adults well at the point of expressed need and then being able later to serve these same adults at higher and wider levels of interests." (16, pp. 179-80)

Excellent summaries of adult education research are given in the summer issue of the quarterly, Adult Education. In 1962 Thiede lists author, purpose, and major findings of seventy-seven studies, separated into nineteen categories. Also included are persons to whom inquiries may be directed (31, pp. 195-211).

In 1963, Thiede and Draper list 108 studies, over half of which were in progress when their report was prepared. They felt it desirable to formulate a different classification system with fewer categories. In this report the studies were grouped into three major areas: Institutions of Adult Education, Functions in Adult Education, and Foundations of Adult Education (31, pp. 195-216).

Special mention was made of the study by the National Opinion Research Center of the University of Chicago directed by Johnstone, a national survey of the population based on a sample of 12,000 households. The first phase of the study was published in February, 1963, as "Volunteers for Learning," and three other phases will follow. A brief summary of this phase is given in the introduction of this issue (Ibid, pp. 217-222).

In addition to reading actual research reports, adult educators may continue their own adult education by reading articles about research. An example of such an article which should stimulate thinking--and possibly also some research--is Houle's "Ends and Means in Adult Education Research." (17, pp. 212-18).

He likens adult education to a dark continent which our generation must explore and chart and offers five propositions to guide the exploration.

1. The adult is not a large child. Just as advances were made in childhood education when it was fully realized that the child is not a miniature adult, so can advances be made in adult education when we abandon the attempt to educate him as we educate children. We have failed to take account of the differential learning abilities of children and adults, and we need tests for adults that were made for adults. For example, he decries the use of nonsense syllables for measuring adult learning.
2. Every adult is an autonomous learner. We have not dealt adequately with the various thresholds of sequential learning and discovered why each is so hard to cross.
3. When the adult enters an institutional program, he does not adjust to it immediately; a certain amount of tension and a sense of inadequacy are characteristic of most adults at this point.
4. The nature of what adults learn is strongly conditioned by the educational setting in which their learning takes place. Instead of attacking or defending a given setting or method, he suggests that our research efforts be so contrived as to discover the distinctive values inherent in each of the settings and each of the processes which we wish to use.
5. The diffusion of new ideas in our society occurs in terms of a complicated process which is not yet understood. The adult educators needs to know where his own efforts fit into the total diffusion process, and how to make them more important. If there is a power elite or a group of influentials or a set of innovators who provide the starting point or the galvanizing force for the spread of new ideas in our society, how do we identify such people and what do we do to enlist them in the cause of adult education?

"What is most wanted in research," Houle says, "is largeness of conception and freshness of approach....The time has come to strike out boldly, and to leave behind the safe, sure paths of the past. Unless this is done, the dark continent ahead of us will remain forever dark." (Ibid., p. 218)

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SUMMER SCHOOL OPPORTUNITIES AT THE UNIVERSITY OF ILLINOIS--HOME ECONOMICS COURSES

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HOME ECONOMICS 361. Development and Function of Family Housing. House plans are analyzed in relation to function. Family living, economic and social aspects of housing are studied. 3 hours or $\frac{1}{2}$ unit. 8-11 MTWThF. Mr. Hansen.

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A University graduate study dormitory, located near the campus, provides single rooms with bath between every two rooms at \$48 a month. Double rooms are \$40 a month for each occupant. University residence halls with room and board at \$195 to \$220 are open for the eight weeks. Rooms in other campus living units are \$35 to \$45 a month. Daily food service is available at the Illini Union.

For additional information, write to the Housing Division, 420 Student Services Building, University of Illinois, Champaign, Illinois, 61822.

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Tuition and fees for a full-time schedule (over 4 hours or 1 unit) in the eight-week summer session are as follows: tuition, residents of Illinois, \$45, non-residents of Illinois, \$130; service fee, \$20; hospital-medical-surgical insurance fee, \$5. For reduced schedules, tuition and fees are assessed accordingly.

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Students register on June 15 for courses offered during the four-week and eight-week sessions. Those attending only the second four-week session register on July 13.

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ILLINOIS TEACHER OF HOME ECONOMICS

HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

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HOME ECONOMICS IN THE JUNIOR HIGH SCHOOL

Mary Mather and Dorothy M. Groemling

A Word of Introduction

We hope that this issue, Home Economics in the Junior High School, will be of interest and use to several groups:

Administrators and home economics teachers in junior high schools. Perhaps this will be the largest group served.

Home economics teachers in senior high schools. We believe that these teachers need to understand the practices and trends in the grades from which their students come.

Teacher education personnel. Curriculum consultants and home economics supervisors serving teachers in service; and home economics educators at colleges and universities preparing future teachers, should all be concerned with the discussion presented here.

Parents of junior high school students. If teachers and/or administrators share this material with parents perhaps they will be more understanding of some of the complexities in planning programs.

Lest some home economics teacher feel that she has to read much introductory material about junior high schools before she comes to "her" subject, let it be said that this is the authors' intention. It is felt that too many teachers do not have as much understanding as they might about the problems and characteristics of junior high schools.

VIEWPOINTS ABOUT JUNIOR HIGH SCHOOLS

What is meant by "junior high school"? A building? An administrative division of certain grades in the total educational scheme? A transitional school between elementary grades and high school? More than one connotation may come to mind for this little more than fifty-year-old educational institution. Various readers may have quite different concepts.

Variety in the grades designated as junior high school in a given school system or community has come about because of a number of factors. Local regulations, legal decisions and state recommendations have undoubtedly played a large part in defining junior high schools. In addition, the very practical problem of available space has played an important role in areas of rapidly expanding enrollments. As elementary schools and high schools have become crowded, certain grades were moved into new buildings and "junior high schools" were formed. As enrollment pressures become more or less acute in various buildings in a system, grades are sometimes shifted again. Sometimes new buildings are occupied one grade at a time, starting with the lowest grade planned for that unit. At any given time, therefore, in this period of rapidly increasing enrollments, it would be difficult to get a census that showed a great deal of consistency about the grades designated as junior high school.

Junior high schools, however, should not be thought of as merely solving space or enrollment problems. They are considered to have a purpose and function of their own. Whatever the pattern of organization, the junior high grades are commonly thought of as those for the education of the young adolescent. As new information about the characteristics and needs of these young people is made available, new grade arrangements will likely occur.

Organizational Patterns

Grades 7, 8, and 9, encompassing the ages of 12 to 15, are typically regarded as the junior high school years. With a separate junior high school made up of these grades we would have the familiar 6-3-3 organization. This seems to be gaining in number except in cities of about 4000 to 10,000 where the 6-6 plan with a combined junior-senior high school is more popular. Some districts are including the 6th grade in the junior high school and putting the 9th grade "back" in the senior high, thus having a 5-3-4 pattern. A few districts have organized "intermediate" units of grades 5, 6, 7, and 8 followed by a four-year high school. Thus, the total pattern for organization of these school grades would be 4-4-4 (1).

In the May 24, 1964, New York Times the education editor discusses a proposal of the New York State Commissioner's committee on the desegregation of New York City public schools to do away with the 6-3-3 plan of organization and to introduce instead four years each of primary, middle, and high school.

"The recommendation was made largely for reasons of faster integration. After only four years in neighborhood primary schools, it was hoped, more youngsters could be 'fed' into larger and therefore not as neighborhood-bound middle schools." (2)

Mr. Hechinger goes on to suggest that dissatisfaction with the traditional grade organization for junior high schools is also a reason for this suggested change.

Conant concluded, as a result of his study of junior high schools, that "there appears to be no end to the variety of organizational schemes in which I found grades 7 and 8 (3). ...and no consensus whatever among experienced educators as to the place of grade 9 in the organizational framework" (4).

Advantages and Disadvantages of Various Organizational Patterns

The three-year junior high school for grades 7, 8, and 9 provides a separate environment for young adolescents in a transitional stage of their development. Some people contend, however, that in some sections of the country this preadolescent development starts earlier than grade 7. A three-year school, rather than two, makes for larger enrollments, and hence a greater likelihood of a broader curriculum and special facilities. The three-year period would provide time for young adolescents to establish a feeling of identity with the school, and 9th grade students can have a chance at leadership activities without developing the sophistication associated with senior high school.

On the other hand, there may be danger that the three-year school may become a replica of the senior high school with its attendant social pressures. It would not be serving its unique function as a junior high school when this develops. A second danger may be insufficient attention to the articulation that is necessary between junior and senior high school. Many sequential elective programs will begin in grade 9.

A two-year junior high school, composed of grades 7 and 8, would eliminate the last named possible difficulty--inattention to 9th grade electives which would fit into the senior high school sequences. And some educators argue that there is a social advantage in not having the 9th graders with grades 7 and 8. However, in a two-year school the rapid turnover of students makes it difficult to develop a cohesive student body.

The six-year junior-senior high school, grades 7-12, also has advantages as well as disadvantages. The overhead and original cost of buildings are spread over more grades than if grades 7 and 8 were not included; students in all grades can share special facilities and specialist teachers; and articulation of the entire program of studies in secondary education is facilitated.

But there can be problems in this combination high school. (1) The senior high grades could easily dominate the scene to such an extent that

junior high students have no opportunities to achieve leadership status or to use special facilities when they are needed. (2) An administrator may have to guard against placing the better teachers with senior high students, thus short-changing the younger students or implying some prestige values which should not be there. (3) Mixing 7th graders with 12th graders may be a serious drawback. Some schools try to help this problem by treating grades 7 and 8, or grades 7, 8, and 9, as one social unit and the higher grades as another social unit. (4) Finally, enrollments may grow to such proportions that the combination is not feasible or the teaching may become very impersonal.

The 4-4-4 plan of organization has been used too infrequently to generalize about its usefulness, but it is a possibility that bears watching. Hechinger quotes the New York committee advocating this as saying,

"Middle school students would begin their exposure to secondary education earlier, yet not be subjected to the undesirable peer models provided by so many ninth graders in the current junior high school system, models of antagonism and indifference toward school induced by the onset of adolescence..." (5).

Whatever the form of organization the decision "will have to be made on practical grounds and on the basis of social and administrative viability. Any pattern is satisfactory that gives identity to youths during early adolescence, includes at least three grades for stability, and brackets these grades in which significant numbers of pupils reach pubescence" (6).

Purposes of Junior High Schools

Historically, as these schools developed, the first byword of the reorganization movement was "economy of time." The idea, advanced by college educators, was to shorten the elementary years and to teach college preparatory subjects earlier. As more public school educators became involved, reorganization was supported for different reasons, and the first idea lost validity.

"Improved holding power" was the second byword of the movement. Studies in the early 1900's showed that less than half of all students reached the 9th grade. Reorganization was advocated for what it could do through a revised and enriched curriculum to keep students in school longer. And it was felt that a new school unit could provide better vocational training for the early school leavers. Conditions have changed markedly since then because of compulsory attendance laws and the inability of youth to enter the labor market until the late teens. This reason, too, has ceased to be of prime importance.

"Bridge the gap" was the third byword. Many educators thought that the high drop-out before the ninth grade was because of the sharp differences in the philosophy, curriculum, and organization in high school as compared to elementary schools. A transitional school was desired. This is still true.

"Meet the needs of early adolescents" was the next byword and has become the theme song of the junior high school movement. Two developments in psychology during the early development of the junior high schools gave impetus to this. The first was the theory that the age of adolescence was of prime concern; and the second was the recognition of wide individual differences, especially among youth likely to be in grades 7, 8, and 9.

If the junior high school has any justification as a distinct level of education or as a separate educational unit that justification must grow out of the nature of early adolescents. According to Lounsbury, "a good junior high school curriculum ought to:

1. Continue and extend the general education program of the elementary schools.
2. Provide for a transition between the elementary school organization and approach and the senior high school organization and approach.
3. Provide for continued development in the basic skills.
4. Introduce new subject areas and additional specialization within basic areas.
5. Provide opportunities to discover and pursue pupils' special interests and aptitudes.
6. Provide appropriate experiences to assist and guide the rapid physical development characteristic of early adolescence.
7. Provide experiences that will help develop the social competence needed as these youths enter young manhood and womanhood.
8. Provide experiences that will assist individuals in developing values and building their philosophy of life.
9. Provide ample opportunities for self management and the development of leadership under supervision" (7).

Another way of looking at the purposes of the junior high school is to examine a statement of the Commission on Secondary Education of the Association for Supervision and Curriculum Development. "Education in the junior high school years should result in young people who have:

1. A sense of positive self-worth and an enhanced understanding of others.
2. A genuine interest and strengthened competence in several areas of learning and acquaintance with the world of work.

3. Mastery of basic skills of inquiry and study so that independent work may be pursued more adequately.
4. An increased capacity to discipline themselves to work, study, and play constructively and with satisfaction to themselves and others.
5. A moral and ethical sense which values the goals and processes of a free society" (8).

Criticisms and Problems of Junior High Schools

Many of the advantages originally expected for junior high schools have only been partially realized at best. There has been a growing belief that many educators are tending to lose sight of the unique character of the functions the junior high was designed to fulfill. What have been, and are now, its weaknesses? How valid are the criticisms?

Like any rapidly developing youngster this institution, too, has had its share of growing pains. Attention to this new organization slackened a bit during the 1930's and '40's when society was concerned with depression and war. Since then, however, junior high schools have grown so rapidly, both in number of schools and in enrollments, that administrators and teachers have barely had time to catch their breaths.

Who shall teach in the junior high schools? The question could also be raised as to who will teach there. A pat answer would be "properly certified teachers" or "adequately trained personnel." However, the lack of qualified teachers for junior high schools has been a continual problem.

Many administrators think it takes a special kind of interest in, and understanding of, the young adolescent on the part of the teacher to do the job in junior high school well. Teachers who have had secondary school education and experience are likely to be oriented, first of all, to their academic disciplines, and perhaps, secondly, to the needs of older adolescents. Being a "specialist" in a subject may make it difficult for some teachers to participate in some of the desired patterns of teaching in junior high schools; i.e., core and block-time programs. Administrators complain that the colleges are not preparing teachers for this kind of teaching, and the colleges say that they are hampered by certification regulations. Much in-service education is necessary.

Lack of prestige. Another reason suggested for lack of qualified teachers in junior high schools is the lack of prestige accorded this level of education. The name itself, "junior," may reflect a subordinate status. In many school systems new teachers, as a matter of policy or practice, are started in junior high schools. The assumption is that transfer to a senior high is to be expected and desired after some experience, and perhaps more study. Salary differences between junior and senior high schools may be present, too, as well as differences in teaching loads, with the junior high teacher usually carrying the heavier.

Conant, recognizing that qualified teachers are hard to find for these important transitional years, makes a strong plea to school boards to stop the exodus of teachers from junior high schools.

"Recognizing the special competence needed by teachers in these grades, school boards should do all in their power to maintain the status and prestige of the professional staff in grades 7 and 8 and to create working conditions that will make teaching in these grades a satisfactory and rewarding experience" (9).

The use of make-shift or hand-me-down buildings may have been a factor in contributing to a lack of prestige and identity of junior high schools. It would seem, however, that this phase of the problem may be passing.

Is the junior high school a distinct institution? Some say no, that it is little more than a high school for younger boys and girls, or a preparatory school for the senior high school. Many are replicas of senior high schools with similar, if not the same, extra-class activities, organizations, public functions, and competitions. Community interests and pressures may be responsible for this. The dominance of the senior high school may tend to make the junior high school somewhat of a carbon copy. Expectations that the junior high school develop good athletes for the senior high teams, good debaters, good instrumentalists for the band, good scholars in any special field, contribute to this.

Junior high school administrators who have come up through an elementary school orientation may have one viewpoint about what the junior high school should be; whereas, the junior high school administrators who have had experience in senior high school work may have a very different orientation. This may be more true when the junior high position seems to lack the status and prestige attached to senior high work in the same community.

Previous discussion has suggested that junior high schools are not fulfilling their intended purposes when they are mimicking senior high schools.

One wonders if the frequent shifting of various grades to and from a unit or building designated as junior high school has prevented the development of a cohesive feeling among junior high school personnel. Although this shifting has probably been as much an administrative convenience as an experimental factor, the net result may seem to be that administrators have not treated the junior high school as an institution in its own right.

Lack of formal standards for accreditation of junior high schools on a regional or national basis may have been a factor in preventing these grades achieving identity as a distinct institution. However, guides to assist local schools in evaluating programs are available. In 1960, Trump, calling this fact to the attention of readers of the Bulletin of the National Association of Secondary Principals, said

"...appraisal is essential in re-affirming the basic purposes of junior high school education, and seeing how these purposes are being achieved. This type of local action is the best guarantee for the continued favorable action of the public to the junior high school and its services to early adolescent youth" (10).

Articulation with other levels. Although the junior high school was designed to be transitional, bridging the gap between elementary and secondary schools some critics feel that rather than doing this, two new gaps have been created. In some cases each educational level--elementary, junior high, and senior high--may tend to become an "empire builder" and greater division rather than articulation may be even more characteristic. Articulation remains a problem for administrators in planning programs and services to facilitate it; and for teacher in finding out the background from whence her students come, and about the future to which they go.

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EXTENT OF HOME ECONOMICS IN JUNIOR HIGH SCHOOLS

Home economics has great importance in junior high schools because of the contribution it can make to the general objectives of the junior high school, and because of the number of students enrolled. The fact that at this level more students are in home economics than at any other level challenges home economists to make their courses as meaningful as possible; meaningful in the lives of the students at the age they are, and meaningful in terms of awakening interests in home economics as a field of specialization.

Courses and Enrollments in Junior High School Home Economics

Two fairly recent national studies give us information about these facts. One for which data were collected in the spring of 1959, is Home Economics in the Public Secondary Schools (1), conducted by Beulah I. Coon, Research Specialist, Home Economics Education, U.S. Office of Education. A carefully drawn sample of 4303 schools was used. Except for 15 schools in the sparsely populated states of Alaska, Hawaii, and Nevada, schools with enrollments of less than 100 were eliminated from the universe from which the sample was taken. Data were collected for 7th and 8th grades only when these were a part of a junior or junior-senior high school. No data were secured about home economics in grades 7 and 8 which were part of elementary schools.

The second study, The Junior High School (2) was also done by the U.S. Office of Education. This is a survey of grades 7, 8, and 9 in junior and junior-senior high schools in 1959-60. In this study junior high schools which had an enrollment of less than 75, and junior-senior high schools with enrollments of less than 125 were eliminated from the universe from which a sample of 1507 schools was drawn. No grade schools were included.

In Coon's study it was found that home economics was available in 95 percent of all the public secondary schools in the study. When all the courses offered were totaled, it was found that 42 percent of them were offered in grades 7, 8, and 9. More (22 percent) were offered at the 9th grade than at any other level. Twelve percent were found at the 8th grade, while the 7th grade claimed 8 percent of the home economics courses in secondary education (3).

Another way to look at the data is to examine the proportion of courses required and elective at each grade level. The following figures give the percent of courses required and elective for the junior high years (4).

	Required	Elective
7th grade	92.2	7.8
8th grade	79.4	20.6
7th and 8th	71.6	28.4
9th grade	31.5	68.5

In 21 states all home economics offered in the 7th grade was required, and in nine states all 8th grade work in home economics was required. For the study as a whole it was found that large communities (over 25,000) were less likely to require courses than small communities (under 2500). Variations in requirements were also found among the four regions of the United States. Ninety-six percent of the courses at 7th and 8th grade level were required in the North Atlantic region, 89 percent in the Central region, 72 percent in the Pacific region, and 55 percent in the Southern region (5).

Coon says this about variations in requirements:

"The practice of making a subject a required rather than an elective one is influenced by State requirements, by the general policy of the school regarding required courses, the size of the school faculty, the philosophy of faculty members and administrators, and the pressures of college entrance requirements. Schools with few faculty members may require a certain curriculum because it is impossible to make a variety of courses available" (6).

Data from the second study mentioned, The Junior High School, are shown below. According to this study, how frequently home economics is required and how frequently it is offered as an elective seem to be related to the size of school rather than to the type of school organization.

Judging from the data provided by the schools in this study there is more than a 50 percent chance that home economics will be required in grades 7 and 8 in the larger schools, and be offered as an elective in the 9th grade in the larger schools. A large proportion (62 percent) of the smaller junior-senior high schools also reported home economics as an elective. When special home economics facilities can be shared by several grades, as would be true in a junior-senior high school, it is more likely that elective opportunities would be present than in a small school serving fewer grades.

The data in the table also show that requirements are much more common in grades 7 and 8 than in grade 9. Also, more smaller schools of both types seemed to have required home economics at the 8th grade level than at the 7th grade. This could be because of limitations in facilities and staff in these smaller schools. If only one grade could be served, the 8th grade was chosen. Or this choice could be a reflection of administrative beliefs about the grade level at which it is appropriate to offer instruction in home economics.

Percent* of Schools in 1959-60 Offering Home Economics
by Grade Level, Type, and Size of School**

Type and size (enrollment) of school	Required Home Economics	Elective Home Economics
<hr/>		
Grade seven		
<hr/>		
Junior high schools		
75 to 299	30.3	8.7
above 300	61.0	9.0
Junior-senior high schools		
125 to 499	29.5	8.1
above 500	52.6	8.2
<hr/>		
Grade eight		
<hr/>		
Junior high schools		
75 to 299	40.2	12.0
above 300	61.1	25.1
Junior-senior high schools		
125 to 499	34.6	13.3
above 500	52.7	14.4
<hr/>		
Grade nine		
<hr/>		
Junior high schools		
75 to 299	28.2	38.9
above 300	16.1	73.3
Junior-senior high schools		
125 to 499	23.5	62.0
above 500	26.0	65.1
<hr/>		

*There are varying totals for these percents since not all items on the original questionnaire were answered by every respondent.

**Taken from Tables 33 and 34 in The Junior High School (7).

The number of students reached is another way to measure the extent of home economics instruction. Coon reported for the United States as a whole and for all the secondary school grades that 49 percent of the girls in secondary schools were enrolled in home economics. The junior high grades had larger proportions of students, however, and there were interesting differences among the regions of the country. This, of course, is influenced by the variations in requirements mentioned earlier.

Percent of girls enrolled in home economics by grade and region (8).

	U.S.	North Atlantic	Southern	Central	Pacific
7th grade	63%	87%	22%	72%	75%
8th grade	73	92	52	82	70
9th grade	60	59	67	55	57

Other figures also highlight the extent to which home economics instruction is serving girls in their early teens as compared with the number reached in later adolescence. Sixty-three percent of all the girls enrolled in home economics in 1959 in the schools in this study were in grades 7, 8, and 9; 18 percent in the 7th grade, 20 percent in the 8th grade, and 25 percent in the 9th (9).

The enrollment of boys in home economics was limited, with only slightly more than two percent of the boys at the 7th grade level enrolled, slightly less than two percent at the 8th grade, and less than one percent at the 9th grade (10). However, the Central region had five percent of the boys in the separate junior high schools enrolled in home economics (11). The proportions of boys enrolled in home economics in the country as a whole were slightly higher in schools in the communities from 10,000 to over 100,000, than in those of less than 10,000 (12).

How Much Home Economics Should Be Offered in Junior High Schools?

There is no one answer which would be equally suitable to all communities. Nor would it be reasonable to expect a uniform program of offerings over the country because of the widely differing needs of the groups to be served. Each school system has to make its choice among the various recommendations offered.

Conant, in Education in the Junior High School Years (13), recommends that all girls in grades 7 and 8 should receive instruction in home economics, and all boys in industrial arts. In the 9th grade these subjects should be elective so that students who wished to could keep up their interest, and, at the same time, some could be commencing an elective sequence that could lead to a marketable skill.

Special facilities for home economics are also recommended by Conant, but he goes on to say,

"Some of the industrial arts and home economics facilities I have seen go beyond what I term essential. General shops

and home economics rooms seem adequate.... The nature of the facilities does depend somewhat on the nature of the community and the consequent needs of the pupils. In areas where school drop-outs are high, these departments have a responsibility to start the development of vocational skills" (14).

Class size should also be considered when planning facilities. Poor facilities may mean small classes, and these small classes can spell very high costs. Conant feels that schools ought to provide for classes of 25 in home economics and shop. He feels that the teacher load in grades 7 to 12 should be approximately the same in most subject areas, and that the reasonable limits of this load are five teaching periods involving 125 to 150 pupils a day.

Focusing on the program as such, not on teacher load, members of the staff of the Junior High School Project in the School of Education at Cornell University recommend the following division of instructional time for grades 7, 8, and 9 (15). Fractions listed represent the proportionate amount of the total time available for instruction in any given year.

Subject Area	Grade		
	7	8	9
English	1/6	1/6	1/6
Social Studies	1/6	1/6	1/6
Mathematics	1/6	1/6	1/6
Science	1/6	1/6	1/6
Physical Education	1/12	1/12	1/12
Fine and Practical Arts	1/6	1/12	0
Electives	1/12	1/6	1/4

It is within the last two areas listed that home economics comes into the picture. As well as naming practical arts as such, this group lists the following as possible electives: foreign language, remedial basic skills, and additional "arts." In this last area they include art as such, music, home economics, industrial arts, typewriting, business, and under certain conditions, agriculture or horticulture. We see some similarity to the Conant recommendation in that there is some requirement in home economics in grades 7 and 8, with opportunity for election in grade 9.

The rationale for the program suggested above is based on two major characteristics of junior high school students. Since they vary considerably in ability, achievement, maturity, and interest, flexibility is desirable; and since these students are in such a period of change their programs might be expected to differ from one grade to another. Balance and priority are other criteria which have been considered in this plan. The way these four criteria are applied is summarized as follows:

Flexibility: through providing for variations within each year in terms of diagnosed needs of individuals.

Transition: by making each grade's program slightly different, proceeding toward increased student option and responsibility.

Priority: by requiring, throughout, those academic studies of most general value to both individual and society.

Balance: by requiring nonacademic work in each of the first two years and permitting it in the third (16).

Home economists have various viewpoints about how much home economics should be offered in junior high schools, especially in grades 7 and 8. Students in these grades are full of enthusiasm and tend to enjoy activities related to homemaking. Some people feel that one should take advantage of this enthusiasm and offer a full year of home economics in both grades. They feel that home economics may not have the same appeal in the upper grades. Another argument presented in favor of home economics in grades 7 and 8 is that the curriculum in the senior high school years will be so crowded that many students will not have opportunity to take any more home economics, so it is wise to give them as much as possible in junior high school.

On the other hand, some people believe that a full year of home economics at both grade 7 and grade 8 may be too much. This may lead students to feel that they have "finished" the subject. However, it would be unfortunate to terminate home economics at the junior high school since concepts developed at the 7th or 8th grade level are unlikely to reach the depth which would be desirable in later adolescence.

Perhaps the most commonly held position is that not more than two semesters of home economics should be offered below the 9th grade (17). This could be one semester each in 7th and 8th grade, or a full year at either level.

Since interests and learning readiness change rapidly between the 7th and 8th grades, perhaps one semester in each of these years may be better than two semesters in the same year. Some people question the readiness of 7th graders, in terms of their eye-hand and eye-eye coordination, for some of the typical home economics experiences usually provided at that level. Careful curriculum planning for 7th graders could, of course, take care of this.

Home Economics for Boys

How much home economics for boys is another issue in planning junior high school home economics. Many people seem to take it for granted that home economics is for girls only, while others think it quite natural that planning for instruction related to family and homemaking responsibilities include boys as well as girls. Gertrude Noar, discussing the

practical arts program in the junior high schools, takes the following viewpoint:

"A new look at the entire practical arts program is mandatory for the junior high school of tomorrow,...segregation by sex is no longer justified. Patterns of home life, and the roles played by men and women there and in business and industry have changed.... Few families operate with and through a woman alone. It has become essential for boys and girls to study and work together...to talk together, to understand each other's role in family living. This, coming in early adolescence when one of the development tasks is heterosexual adjustment, is a most important way of meeting adolescent needs" (18).

Noar also says in her chapter on discipline in the junior high school:

"Probably no part of the junior high school curriculum can offer greater opportunity for instruction and guidance in inter-personal relations than the practical arts program, if the practice of segregation by sex in these classes is ended. Both sexes are equally in need of creative industrial arts experiences, of help with personal grooming and etiquette, of guidance in family relations and baby care, and of consumer education, all of which can be incorporated into the practical arts program. While they make useful articles in the shops and good things to eat in the kitchens, boys and girls learn to help each other, to talk together, to plan and work together effectively" (19).

A school principal, contributing to the article "Issues and Developments in Home Economics" in the November 1963 Bulletin of the National Association of Secondary School Principals, has this to say:

"Since most men and women eventually become homemakers, we should be alert for ways in which to stimulate a realistic interest in the various aspects of home living. While the women may be more directly concerned with certain aspects of family life, the men, too are concerned with foods, clothing, leisure time activities, housing, income management, child growth and development, health and family relations. Principals should encourage boys to take part in the homemaking program" (20).

Whether or not boys would be scheduled for home economics would be influenced by the principal's viewpoints as well as by all the other factors discussed in the following section.

Factors Influencing Home Economics Offerings in the Junior High School

Many factors influence just how much home economics is to be offered, how it will be scheduled, who will take it, and what is to be included. Community attitudes and desires are surely important factors. Do parents

want home economics for their junior high youth, or don't they? Do they want something else more? What kind of home economics do they want? Are they willing to pay for a program that needs special facilities and a specialist teacher?

Community attitudes are, of course, influenced by the past experiences of its members. When it comes to school issues adults often use their own schooling as a point of reference. Sometimes it is useful to remind oneself as to when the parents of junior high school students were likely to have had their own secondary education--and then perhaps reflect about what may have been characteristic of home economics at that time! One may then better understand their viewpoints and wishes.

How much space available, as well as the kind of facilities furnished; the adequacy of staff, both in number and preparation; and how much time is available because of the other subjects offered and required are all factors that will make a difference in junior high school home economics offerings.

Probably as much as anything else the beliefs of the local principal influence the program. His viewpoints, too, naturally reflect his experience. Whether he has worked primarily in junior high schools, or has come from elementary school or a senior high school background is likely to make a difference. If his wife or sister is a home economics graduate he may be quite knowledgeable about the subject. If he had a daughter go through unhappy junior high school experiences in home economics, his attitude may be one of "let's do a better job," or it could be one of discouragement. All the home economics teachers he has had occasion to know in his career of teaching and administration will have made some kind of an impression on him. If you, as a home economics teacher, don't see eye to eye with your principal about your subject, stop and reflect about what acquaintance he may have had with home economics in the past.

Although how frequently the course meets, for how many weeks, when it is required and when it is elective are administrative decisions, the teacher herself actually determines how much and what kind of home economics the students get. The "how much" can be thought of as how much depth may be developed in a given unit or as how much breadth is given because of the number of different areas included in a given term. There are city and state curriculum guides which give suggestions for junior high home economics (unfortunately, however, not as many as for senior high school work), but the local teacher still makes the final choice.

A challenging home economics experience is particularly vital in junior high school, because it is there that lasting impressions may be made. And, as we have seen from Coon's study and the junior high school study quoted earlier, home economics is quite likely to be required in 7th and 8th grades. However, an extensive program at the junior high school level will not necessarily make for positive attitudes. It is the teaching within the program that counts.

A Plea for Modern Home Economics Suited to Junior High School Students

Coon's study reports that three-fourths of the time spent in the 7th and 8th grades and in nonvocational 9th grades was spent in the area of clothing and foods, with clothing taking the larger share (21). About two-thirds of the clothing time was spent on construction in these grades (22), and slightly less than two-thirds of the time in foods was spent on food preparation (23).

With only about a third of the time to be used for foods or clothing remaining for all other aspects of these subjects, one cannot help but raise the question as to whether or not teachers are incorporating the most important aspects of home living for today's society into their courses. According to the figures given, these courses sound more suited to production than to anything else, whereas the family today is primarily a consuming and spending unit, no longer having an emphasis on production.

A question might also be raised as to whether or not too many junior high school courses are simply "miniature" or "junior" versions of senior high school courses. In an article entitled "Too Little? Too Late? Or Both?" Sara C. Green challenges the profession to pay much more attention to courses in the 7th and 8th grades, assuming that is where, at the present time, home economics is usually first introduced.

"What are we offering there to whet their appetites for a continuance of the acquaintanceship? Although we are aware that the early adolescent has special needs which are different from those of the senior high school student, the homemaking courses offered at 7th and 8th grade levels are generally modifications of senior high school programs" (24).

Data from a study by Broadcorens (25) of the attitudes toward home economics by tenth grade college preparatory girls, indicate that the learning experience in the junior high school vitally affects the high school student's attitude toward home economics. The following guidelines for curriculum planning were set up as a result of her study. These are familiar guidelines to all good teachers, but they may take on different meaning if we think about how they might make a difference if they were really followed in junior high school teaching.

1. Relate experiences to the developmental level of the students.
2. Know your students, both as individuals and in terms of the age group as a whole.
3. Preplan and present several suitable ideas to students and allow them to make choices.
4. Plan activities that will allow for varying abilities. Let students who can go faster and further, do so, perhaps with the additional help of self-teaching aids.

5. Relate home economics class experiences to other classes, particularly science and English.
6. Place major emphasis on the teaching of principles rather than on the teaching of facts and skills, so that there will be a carry over of learning into students' own homes and lives.
7. Work with administrators to upgrade all home economics courses, and then work with, inspire, and challenge students in your classes.
8. Create good public relations in the school and community.
9. Continually evaluate the effectiveness of your home economics program.

The author of the "Too Little? Too Late?" article is particularly concerned that poor teaching in the junior high school will kill the interest of the gifted or more able students, types we should encourage to come into our profession. She characterizes the more able student as follows:

"She is apt to be advanced in physical as well as intellectual development. She learns quickly and her attention span is longer than that of the average student unless the pace of the learning experience is too slow or filled with monotonous repetition. She wants to know reasons why learnings or activities are necessary, and the principles that apply to them. She sees relationships more easily and will be interested in following through in studying a particular line of thought. She enjoys learning and exploring the unknown. She is apt to be critical of herself and worried about the future" (26).

Though there are differences, these able students are likely to be like their classmates in that they have the same needs for development of skill in handling personal relationships, in understanding self and their place in family, school and community, and in understanding social customs.

Is it any wonder, considering the above description, that some of our students get impatient doing work such as hemming dishtowels or cooking cereal, when they know their mothers don't need or use these skills, and the girls expect their own housekeeping tasks to be even more streamlined and automated? The more able student wants stimulating experiences which have meaning for the world she knows and the one she anticipates.

"Why not give her some background knowledge of the changing role of women in our society? Lead her to understand why she, especially, is almost sure to combine marriage and a career. Then demonstrate the value of home economics education in this dual role of women by meaningful exploration of its various facets" (27).

The Commission on Secondary Education of the American Association of School Administrators in their report The Junior High School We Need, states that the quest for values should become a prime focus of junior high school education. They feel that if any period of growth lends itself to change through education, the period of early adolescence, with its emphasis on exploration and discovery, is especially amenable to change. The school should deliberately bring students into situations in which they can explore, discuss, and face up to value confusions and contradictions (28).

It is important to have a classroom atmosphere which provides for individual differences, encourages experimentation, and in which there can be flexibility. When the right books and materials are provided, interested and able students can go beyond the main content of the course. As well as having an excellent room library, devices for recording, listening and projecting are desirable, too. In addition, we would suggest some materials from other disciplines such as science and art. When ideas from other disciplines can be incorporated into home economics subjects they help students to recognize the reasons for doing certain things and the principles behind activities, and to relate learnings to one field to another.

Each and every teacher has to plan for and challenge her own students in terms of her own experience, the background of her students, and the community. She must make a constant effort to keep the course content up to date in regard to research, public affairs, the students' needs, and methods of teaching, and to convey to students her enthusiasm and respect for home economics as an intellectually challenging subject.

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IDEAS FROM JUNIOR HIGH SCHOOL PROGRAMS

The first part of this section is presented as a conversation between the two authors as they visit about what was done in one situation, a two-year junior high school in a suburban setting. We hope other teachers see possibilities for their schools.

"You seem to enjoy your junior high teaching so much. You must be getting lots of satisfaction from it, and you must have some convictions about what works and what doesn't."

"Yes I do. I feel we should try to help students develop principles that they can apply to every situation and not teach isolated facts. In junior high, particularly, they need to have information they can use right now, but we want them to carry it over into their later lives, too. One can't teach everything in so short a time, but attitudes and basic skills can be developed. For instance, I feel we should start students on their way to becoming wiser shoppers and consumers. This is one area I stress heavily in each teaching unit."

"So many teachers seem worried about 'covering' everything, I'm glad you are not. Have you had any reaction from the mothers about what you are trying to do?"

"Trying to reach the mothers through their daughters is another of my pet theories. If the community can honestly say that everything being taught in home economics could be taught by the girl's own mother, then our programs surely do need re-evaluation and up-dating. I believe that through a good, up-to-date, current home economics program we not only create interest and enthusiasm in our students, but educate the mothers as well, as the ideas go home. Yes, I've had good reaction from mothers."

"Can you give some 'for instances' in respect to this sharing of information?"

"Does mother know about spandex fibers, spot resistant finishes in upholstery, nonstick coating in muffin pans, self-cleaning ovens, differences in detergents? Does mother use nonfat dry milk to cut down her food costs? Does she wonder about the question of sifting flour, and whether the new flour on the market is easier to use? Does mother know where to write or whom to contact if a product is not satisfactory? Is her kitchen designed with thoughts of work simplification, or only to be pretty?"

"You showed me some pictures of one of your open houses; you must use those for public relations, too."

"We have found holding departmental open-house quite possible at several different times. National Education Week, the Science Fair, or Orientation Night for new students and parents have all been good times for the department to be open to visitors. We have tried to do something other than a style show at many of these."

"Good. What do you do--exhibits?"

"Yes, exhibits and demonstrations (or explanation of exhibit) by the students. They love to participate, and as they do they involve the audience. Visitors usually left with a better insight as to what the students had learned, than if everything had been still exhibits. They probably carried away some new information, too. Here are some exhibits and demonstration ideas we have used and found successful."

Lunch With a Punch

Students prepared sandwich fillings and made sandwiches. Recipes were passed out as well as samples of the sandwiches. Discussion with visitors dealt with such matters as types of wrappings, freezing sandwiches, use of the small spatula for spreading, and what a good school lunch should contain.

What's My Line?

Demonstrators using small mannequins showed the effect of line by dressing them in various styles. They used optical illusions drawn on charts and had actual size hats, handbags, and belts to bring out points on accessories

Home Safe Home

Students gave a short, one minute skit on kitchen safety practices showing both right and wrong ways of doing things.

Organize Your Cupboard

Homemade and commercial storage racks were shown and students explained the principle of "storage at point of first use." Visitors like to peek into cupboards and one kitchen was set up, not as a laboratory type working arrangement, but like a home. Students explained the arrangements and answered questions.

Do You Have That Tired Feeling?

A string chart showing how much a person walked in doing various household activities always interested visitors. In fact, any type of work simplification exhibit or demonstration was well received.

Put a Light on the Subject

A desk was set up with a good study lamp. Above it was a poster illustrating correct placement and height for desk lamps. A student was "studying" and explained why a goose-neck type lamp was not used. Another student sat

in an easy chair reading by the light of a floor lamp that had a diffusing bowl. She explained to the visitors that home lighting was part of their unit on Making My Room Liveable.

To Market, To Market

Two identical menus were posted with the foods shown. One menu was prepared from "scratch" and the other used convenience foods. Comparisons were made for cost and time. Students were available to answer questions.

Are You a Smart Shopper?

A blouse, shirtwaist style, was hung from a bulletin board and 10 questions were posted with strings attached to the parts of the blouse dealing with the question. This could be done for sweaters, dresses, skirts, or hosiery too.

All This From the Same Mix!

Date Bar Mix was used and from it, cookies, coffee cakes, pies, and desserts were made and shown. Another year we showed what could be done with refrigerated biscuits. This was always a well-received demonstration.

"Your program sounds quite varied. How long did you have the girls?"

"The first year I was there both 7th and 8th grades met twice a week for one semester. The continuity of such a program is not good, so after discussion with the principal, the following year we had each grade meet on a daily basis for one semester. The third year a choice had to be made since three of the four semesters in our junior high school were to be devoted to art, music, and industrial arts. I chose to teach the home economics to the 8th grade girls (no boys--it was not part of the philosophy of the school). This class met daily for one semester with periods of 47 minutes."

"Schools surely do have different ways of scheduling 7th and 8th grade home economics. I think many people are recognizing the futility of infrequent meetings over a long period of time and are making changes. But, as the curriculum becomes crowded, other factors enter into the decisions which have to be made. It is not uncommon for the scheduling of the so-called special subjects to have 7th and 8th grade work divided into blocks of twelve weeks each, with one block for home economics and the others for art, music, or other subjects. This way you see one group daily for twelve weeks, then get a new group."

"Just before I went on leave of absence our school was considering planning to schedule the 7th grade students for a nine-week block of home economics, but to keep the 8th grade on the semester schedule."

"Alton has a slightly different arrangement. They have the twelve weeks for home economics in 7th and 8th grades, but it is scheduled to be taught in two six-week blocks, one each semester. They have planned some units with interesting names, too. But tell me what was in your program."

"Since this one semester of home economics would be all that a large share of my girls might have I surely was faced with making choices. I was determined to make it worthwhile, give them opportunity to learn things thoroughly, and at the same time instill positive attitudes about home economics so that, as they had opportunity, they might consider it as a field of specialization for study."

"Worthy goals. What were the expectations and prescriptions for the program?"

"There were expectations, but no prescriptions. I had a great deal of freedom to decide and it was a challenge I liked. Having worked previously with older secondary school students, college students, and adults, it was fun to see just what kind of units and teaching methods appealed to students of junior high age. Considering the girls here in Park Forest, these are the units I decided upon for our one semester course:

Making My Room Livable - 3 to 4 weeks,
Planning My Wardrobe - 7 to 9 weeks,
At Work in the Kitchen - 6 to 8 weeks."

"And I suppose, with your experimental viewpoint, these were never quite the same two years in succession."

"The general framework was, but the emphasis, methods, and kinds of learning experiences changed. I believe it is very important to evaluate your program each year. Situations change as well as your ideas. For instance, in our school we found that much about grooming and nutrition was being taught in other subjects. With only one semester of home economics being offered we couldn't afford to repeat what had been taught in another class."

Teaching Clothing

"I've heard you talk about clothing selection versus clothing construction before, and I know how much you enjoy construction yourself. Tell me more about how you did 'Planning My Wardrobe.'"

"First of all, notice the title of the unit. We didn't call it 'sewing' or even 'clothing.' I believe that titles make a difference, they contribute to the 'image' of our course. Emphasis in the clothing program had formerly been placed on the construction of a dress for the student to wear to the graduation or promotion exercise. Weeks would be spent on it, and a much handled garment would be the outcome. I think every girl envisioned herself a vision of loveliness in her graduation

dress, and when her sewing experiences had included much ripping and painful redoing, she seldom achieved this. Not a very happy memory for 8th grade home economics, is it?"

"I agree. Your description is very graphic. What did you do to change?"

"The girls made garments that could be finished in a short time and worn to school. Thus they received recognition more quickly, and from their classmates. Peer acceptance, you know, is awfully important. The mothers were happier, too, over this arrangement, so this created a better relationship between the department and the mothers. They were glad to have their daughters make a simple outfit that would receive more wear than a graduation outfit."

"But this is still construction."

"That was just the first change in our program. After doing more reading and working with junior high students longer I became more and more convinced that too much time was spent on construction and more should be spent on selection."

"How did the students react to that?"

"They liked the construction part very much. Sewing was fun, and for many of them it opened a whole new outlet and hobby. They would come in after school and work additional time at home. So spending less time on construction (we haven't eliminated it entirely) was not due to any student disinterest, but because of my feeling that help in becoming an intelligent consumer needed to be given, and that this was more important than sewing."

"How did you 'sell' the idea of emphasis on clothing selection?"

"That wasn't hard. The young adolescent is often complaining that she 'doesn't have a thing to wear' and could easily take the lion's share of the family clothing budget if allowed to do so. We started our clothing selection unit by showing the Household Finance Corporation filmstrip, 'Managing Your Clothing Dollars.' Then each girl was asked to inventory her wardrobe."

"So far, rather traditional, isn't it?"

"Perhaps, but we put a new twist to it. We tabulated the results of the inventories and published a summary in the school newspaper. When the girls read this and realized that twenty sweaters, for instance, were the exception and not the rule, they accepted their wardrobe size with less complaint. Also, mothers could read the tabulated information and find out if daughter's 'But everybody has a jumper' was true or not. Of course we didn't stop there."

"Our next discussion centered around a basic wardrobe. Dittoed sheets had been prepared that had diagrams of four skirts, two jumpers, a sheath dress, four blouses, and three jackets."

"Sounds somewhat affluent, but probably all right for your girls."

"Yes, their inventories gave me clues. Each teacher would have to do what was best in this respect for her own community. In using our dittoed sheets the assignment was to color these clothes, or use swatches of material, and see how many outfits they could make from such a basic wardrobe. This appealed to them, took them back to paper-doll days. Sometimes junior high girls like to be 'young' again."

"Yes, that is a characteristic of development of this age we don't want to forget."

"The students really worked on their combinations and one girl came up with sixty-seven different possibilities from the basic wardrobe. We decided to use her ideas for a bulletin board display in the entrance hall at school. The title was "Stretch Your Wardrobe" and the student who had figured out the sixty-seven different combinations colored them all and arranged them on the board. It was a lot of work, but she was thrilled to do so. Students really studied this display. Even the junior high boys. I remember one who just didn't think this girl could be right so he tracked down all the combinations to check. This display was also up during a time of our PTA meeting and received many favorable comments from adults."

"You were actually getting participation in this exhibit and not just casual viewing, weren't you?"

"Another method we found useful in the clothing selection unit was an adaptation of a magazine article on "How to Dress Well on Practically Nothing!" After reading this article each girl was told to become a 'fashion writer' and to prepare her own "How to Dress Well on Practically Nothing." The majority of the girls used pictures of patterns to illustrate their articles, but some used ready-made dresses from catalogues, and a few budding artists designed and drew their own."

"Another good principle to remember, allowing for individual differences."

"Writing magazine or newspaper copy was an experience that I found most of my students liked. Maybe this is partly a reflection of the work that some of their parents do. Perhaps it seemed like 'grown-up' work to them. The assignments could be in any subject. The girls soon learned that before they could make up an advertisement they had to know about the subject. When basic information needed to be learned, this was a very effective method of teaching it to them. Writing a TV commercial for a nutrition topic, or preparing a LIFE or LOOK picture on tools needed to do a good job of sewing were fun, and the students remembered the information."

Textiles

"Did you do anything with textile information? Seems that this would be necessary for some of the advertisements."

"Yes, we did some textile study, but not as a separate study. We incorporated it into clothing selection. Textile information did not seem to be a 'felt need' for my girls, at least when we started."

"Why do you say that?"

"Well, I knew from conversations that these girls were often doing clothes shopping with other teenage friends as well as accompanying their mothers. Yet when asked on a questionnaire to list four items they would like to add to their wardrobes, and to tell what they would look for in choosing these items, color and style were the only factors mentioned. Nothing was said about helpful information in relation to fiber content or the kind of care needed."

"What items did they list for their wardrobes?"

"Sweaters, skirts, and blouses showed up most frequently when we tabulated the results. About as I had expected."

"How did you work in the textile information?"

"When studying how to buy a sweater we studied about orlon and wool. Girls brought in favorite sweaters and ones they didn't like. Reasons for liking and disliking sweaters were discussed and an exhibit was prepared for the whole school to see. It was easy to have a discussion on the characteristics of wool when we had an example of a sweater that had been shrunk by improper washing methods. From there was just a step to mention how chemists had developed new fibers, trying to eliminate some of the disadvantages of natural fibers. (Few sweaters other than wool were brought to class.) This led to a discussion of synthetics and a recently advertised orlon Sayelle sweater that could be washed in the washer and should be dried in the drier."

"I imagine this intrigued your girls."

"Yes. And here again I taught for both mother and daughter. The girls could discuss all they had learned with their mother, sharing new information. I had some evidence that discussions like this were leading to easier communication and better understandings between mothers and early teenagers, too."

"That makes me think of the hosiery problem. Students in our junior high school wore hosiery, and the purchase of hose and socks led to many a heated family discussion. The girls and their mothers were extremely interested in learning more about buying hosiery. Helpful in the teaching of this part of the unit were the Dupont teaching film, teacher's handbook and student booklets on hosiery. The study of some of the characteristics of nylon was incorporated at this time."

"Did you have actual materials as well as the other teaching aids you mentioned?"

"Yes, we were fortunate to have many stocking samples of half stockings given us by a local department store. We used them to show full-fashioned, stretch, mesh, and seamless styles. Contacts with the local stores have been invaluable. We even had a display leg for hosiery given us.

"I forgot to mention some of the teaching materials we used when studying sweaters. Articles from Co-Ed were very useful, as were the Sears-Roebuck Hidden Value pamphlets. Then there is a new (fall of 1963) consumer buying guide from J. C. Penny entitled "How to Select a Sweater" which includes a film strip, wall chart, packet of label and hang tags, and a teacher's guide. (Penny's "How to Select Fabrics for Garments" is also very useful.)"

"No study of cotton?"

"When we studied buying a blouse. Nylon came into the picture here, too, but as far as the synthetics went, more attention was paid to the polyester fibers."

"I can't help but wonder if some senior high school teachers might be raising their eyebrows and thinking 'All this in the 8th grade?'"

"Yes, I know senior high teachers worry about articulation with junior high work. Remember I was a senior high teacher, too, at one time. But go back to some of my original ideas about what we are trying to do, and also remember that the entire Wardrobe unit is at the most 9 weeks, and includes one simple garment to be constructed (usually a blouse or jumper; some students do both). I am trying to introduce a few ideas to these students that make sense for their needs now, and to excite them about the need for more information. I also want them to recognize that home economics is a fascinating subject to study."

Clothing Construction

"We've said only a little about clothing construction. Any more ideas?"

"I try to get the consumer viewpoint in there, too. This outline, entitled A SHOPPING TOUR FOR YOU, was used by individuals before we started any clothing study in the 7th grade. I think it could be used with any beginning group."

A SHOPPING TOUR FOR YOU

1. A number of stores in Park Forest handle patterns. Find out where you may buy patterns.

<u>Store</u>	<u>Name of Pattern or Patterns They Sell</u>
_____	_____
_____	_____
_____	_____
_____	_____

2. Check a pattern book to find out the prices of patterns. List prices found in one pattern book for the following:

A. A teen size skirt	_____
B. A junior size dress	_____
C. A man's shirt	_____
D. A sub-teen size dress	_____
E. A miss size dress	_____

3. Find the zipper counter in the store and look over the zippers. What is their brand name and how many different types of zippers can you find? List the types.

<u>Brand Name</u>	<u>Types</u>
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4. Fabric is often sold by a brand name. One example is INDIANHEAD. Find other material sold by a brand name. List at least six.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

5. Figure the cost of a wool skirt that needs $1\frac{1}{2}$ yards of 54" width wool fabric that you found while you were on your shopping tour.

Cost

6. Figure the cost of a cotton skirt that requires 3 yards of 36" fabric. This material should not be a blend or a combination of fibers but 100% cotton.

Cost

7. Did you see any labels on the fabrics in the yard goods department that listed information on cleaning care, pressing instructions, finishes, or dyes used?

List information found on two labels.

A.

B.

"Perhaps some of the ideas I try to emphasize in clothing construction show up in this fashion show script. No, style shows were not completely eliminated but were given with a special twist. I have very strong feelings against the type of script that reads: 'Mary is modeling a brown, two-piece dress. The blouse is fastened with three bold-size yellow buttons,' etc. The audience can tell, unless color blind, that the dress is brown and the buttons are yellow or that the neck is round or square.

"What the audience doesn't know is that the fabric is wash and wear and doesn't have to be dry-cleaned, or that this is the second dress the girl has made, at a cost of \$5.49. Nor do they know she didn't baste it by hand, but used machine basting, and by use of other short cuts, finished it in seven class periods.

"One of our style shows had as its theme MAGIC. Our script for some of the garments follows:

"We feel we have performed some magic this semester during our clothing construction unit, so with a wave of the wand we start our show.

"G _____ B _____ is modeling a dress of glazed cotton with the full sleeves so popular this spring. In order to make the sleeves stand out they are lined with a nonwoven interfacing. Maybe you are familiar with it as Pellon. The black braid, all painstakingly put on by hand, by the way, adds the high fashion touch to G's dress. And the amazing mystery about the dress is that it cost but \$7.75. We are positive we couldn't find a dress similar in construction, detail, and high fashion for less than \$20.00.

"Though oftentimes magicians can do a number of tricks with just one deck of cards they hold no edge over S _____ L _____. She can do any number of tricks with this basic design sheath dress. One trick is that this pattern was designed with three variations so she can sew four dresses from one pattern. That's a mighty good trick--and watch her vary this dress with her accessories! That's another!

"V _____ W _____ learned a number of tricky construction processes in making this dress. It has a jacket with a collar and special trim. It takes more than 'sleight of hand' to complete all these details but V _____ had the patience necessary to finish this. Such traits as initiative, patience, and tenacity show up in a person when she is sewing.

"Just as an audience gets a thrill from watching a magician turn an ordinary duster into a bouquet of flowers, the girls in our class get a thrill in seeing a piece of cloth turn into a dress they enjoy wearing. Enjoyment is an important part of sewing. R _____ T _____ enjoys wearing her dress, and takes pride in the fact that this is the very first dress she ever made. And this is no 'hocus-pocus'--the construction of this dress is practically perfection.

"Sewing is no longer the tedious task it once used to be. Almost as fast as we can say 'abra ca dabra' we can assemble a dress. Instead of hand basting we use pin basting or machine basting. G _____ B _____ finished this shirtwaist dress in record time and went on to make another dress and a coverall apron.

"Some of the new materials on the market have been classified as 'magic' by those of us who hate to iron. B _____ P _____ has a dacron and cotton dress that will be a breeze to care for. Not only does she have magical material but she performs more magic when she removes the jacket and you see a cool summer dress underneath.

"S _____ E _____ made this sport outfit during noon hours at school. The shorts can be worn with a variety of blouses and the blouse S _____ is wearing tonight was just finished about two hours ago! It's sometimes hard to believe that a magician can pull a rabbit from a hat, but almost as unbelievable is the fact that we can take a paper pattern, a length of material and come up with a costume for tennis or an evening dress for a big dance. Yet all this was done in our class this year. M _____ W.'s bouffant party dress will make her the hit of any party. It doesn't take a look into a 'crystal ball' to tell us that she undoubtedly will be making more and more of her party dresses. There is satisfaction from knowing you are the only one in the room with a particular dress, and even more satisfaction when you can answer the question 'Where did you get that lovely dress?' by saying 'Oh, I made it myself!'

"In another two weeks we will be graduating from 8th grade and we're all excited about the dress we'll wear that evening. S _____ S _____ made hers for only \$6.45. I'm sure we could call this magic. Not only has S _____ learned a skill to help save money but she has learned to appreciate good clothing construction which will make her a better shopper and wiser consumer. M _____ H _____'s graduation dress has a filmy overskirt of organdy. When she wishes to appear less festive, she can remove the overskirt and--presto--she has a charming sheath dress. M _____ H _____ can tell you it may be easier to pull a rabbit out of a hat than to get the pleats in a skirt all even. Yet she did a fine job and will be very happy wearing this graduation evening.

"Our show of magic is over, and with a wave of the wand we bring you back from the world of make believe."

Teaching Foods

"Perhaps we better talk about teaching some of the other aspects of home economics for awhile."

"Various methods were used to organize the foods unit, and the last one I tried, with the focus on food for entertaining, was well received. Communities vary, but often, at sometime during junior high school, the party 'bug' bites the girls and they may become hostess at a variety of parties. Each laboratory period during our unit was spent preparing food for a party. This may sound frivolous, but I don't think it was."

"I can easily see how this could, or could not be, so considered."

"We studied snacks and breakfasts in relation to pajama-party food. Birthday parties featured cakes, frostings, and punch. After-the-game or skating parties featured casseroles, hot sandwiches, quick breads, and cookies."

"Prior to the laboratory period the students divided into committees to plan menus, make the market list, design invitations, make a centerpiece or table decoration suitable for the occasion, and use their study sheets to learn more about the food they were to prepare."

"These learning experiences were fun. Other students talked about them and couldn't wait until they took home economics. Along with the fun came learning; knowledge and skill in preparing foods that could be prepared at home for family and friends; and pleasant associations about homemaking classes in their minds."

"What were some of the other experiences in teaching foods?"

"One thing we tried which was very successful was to integrate with some of the content in 8th grade social studies class. Pupils were studying the United States Constitution and how the government protects them as citizens. In home economics we studied the laws the government has to protect us as consumers. We labeled a short unit "Food Additives and the Work of the Federal Food and Drug Agency." You see, we didn't try to teach them all aspects of consumer protection."

"Just what did you do?"

"Teaching materials found helpful were the booklet Food Additives, What They Are, How They Are Used and the accompanying teacher's outlines. This booklet was prepared by the Manufacturing Chemists' Association, Inc., 1825 Connecticut Avenue, N.W., Washington, D.C. They also have two filmstrips for use in schools. Science Tells Why--Food Additives won the blue ribbon award at the American Film Festival. This strip is thirteen minutes long, in color, and has an accompanying 33 1/3 rpm record. The second filmstrip, Through the Ages, is also free from the Association."

"More information that the girls used was from the booklet Food Facts Talk Back prepared by the American Dietetic Association. This material helped reinforce what they had learned in the past and added new insights in nutrition that were fun to learn."

"You are implying that the 8th graders enjoyed this unit?"

"Indeed they did. The material was completely new to them, they made interesting bulletin boards on food additives, became more conscious of labels and made examples of correct labels for food products, discussed what they were learning with their parents, and I feel profited from a speech given at an all-school assembly by the Chicago representative from the Federal Food and Drug Agency."

"I remember you said the length of period you had to work with is 47 minutes. That must pose problems, does it not?"

"To help in the foods work I keep two recipe files. One is of quick, easy, good recipes to prepare in class in a short time, and the other is also of easy, good recipes that take a little longer that the girls can prepare at home. For instance, for cookies in school, any that had to bake 20 minutes, were discarded from the one file and put in the other. School cookies had to be done in 10 to 12 minutes. However, when recipes were distributed I included both on the duplicated form indicating which were 'short' and which were 'long.'"

"Favorite sources of recipes were:

Betty Crocker's New Good and Easy Cook Book, 1962, Golden Press

Farm Journal's Time Saving Country Cookbook, Nell B. Nichols, Garden City, New York: Doubleday and Company, Inc., 1961

Easy on the Cook, Chicago Home Economists in Business, 1960

The Cookbook Library's Time-Saving Cookbook, The Cookbook Library Inc., 551 Fifth Avenue, New York 17, New York, 1962

Better Homes and Gardens, Meals in Minutes Vol. VI, Meredith Press, 1963. \$1.00

Cooking With Soup, Campbell Soup Company, 1963.

80 Favorites from Oscar Mayer, 1963.

"And of course magazines had excellent ideas. Two articles that were particularly helpful were:

"Creative Cookery from Packaged Food" in the February 1961 Better Homes and Gardens.

"The Magic of Mixes" in the April 1963 Ladies Home Journal."

"I remember that you always were an avid magazine reader."

"Finding none in the department when I arrived I felt a little dismayed. It seemed that teaching would be much harder without the use of magazines, old issues to use for illustrative materials and new ones to read for all types of information. The problem of getting a variety of old issues was solved by making it known at a PTA meeting that we would take old copies during a paper drive, then send them on their way after clipping. The response was wonderful. We had every woman's magazine we could possibly use given to us."

"How did you handle them all?"

"The students helped in clipping and mounting pictures. They were given suggestions for the type of things to look for, then they helped organize the picture files. Many students were introduced to a broader range of magazines than they typically read. Again it was a chance to allow for individual differences. Girls who were interested in decorating looked for pictures of color schemes, and so forth. At times, though, I encouraged looking through magazines that were opposite from their current tastes. For example, some girls that were really too 'tomboyish' were assigned to Vogue or Mademoiselle to clip pictures."

Consumer Buying in Food

"I suppose you tried to get the consumer viewpoint in foods, too."

"Field trips to stores come to mind, but it was not possible to do very much of this. However, the girls seem to profit from a field trip-type assignment. Study sheets were prepared and the students had two weeks time to complete them. In general, merchants were most cooperative in having their merchandise 'inspected' in this way. I made it a point to make as many personal contacts as possible to explain our purposes. Examples of the data the students were supposed to find are as follows:

"On a trip to your favorite grocery store find prices for the following:

Small jar peanut butter _____
 Large jar peanut butter, same brand _____
 Figure price per ounce for each

Small can frozen orange juice _____
 Large can frozen orange juice _____
 1 doz. juice oranges _____
 1 46 oz. can of canned orange juice _____
 Which would you recommend buying? Why?"

"I imagine as the various reports came in you would get some variety in prices from store to store, and variety in prices in the same store depending on the time of the week sales may have been in process."

"Girls were always eager to report what they found out, each felt herself to be rather a specialist, so we had lots of comparisons to make and conclusions to draw."

"Do you have any particular teaching materials to recommend in this area?"

"An excellent resource, I think, is The Blue Goose Buying Guide for Fresh Fruits and Vegetables distributed by the American National Foods, Inc., Advertising Department, 122 East 7th Street, Los Angeles 14, California. Another book used was by Carton E. Wright, Food Buying: Marketing Information for Consumers. This last one was more of a teacher, than student, reference, however."

Other Experiences in Foods

"Everybody loves a contest and we found this to be a way to teach daily menus. Situations were given for which the girls planned menus. Some of the situations were:

Menus for a winter weekend,
A skating party menu,
Five school lunch menus to be carried in sacks,
A dinner menu that could be prepared in 40 minutes or less,
A dinner menu that could be prepared in the oven."

"Were these actually judged, or just graded by the teacher?"

"It was a real contest. We had home economists in the community serve as judges. Regular categories in which a girl could enter were set up, and there were rules to follow. There was recognition by having one's picture as winner in the newspaper, as well as receiving a prize."

"Was this a project carried out in class, or as an outside assignment?"

"Some of both. We used some class time to get them started and introduce resource materials for them to use. Some of the students never had seriously 'read' a cookbook until this time, but they went about it with eagerness. This assignment seemed much more interesting than 'plan three daily menus and hand them in tomorrow.'"

"Did you make use of games at all?"

"Yes indeed. We made up one in the 7th grade where a different recipe was given to each girl. She had to select all the tools and utensils necessary to make the recipe before she could 'win.' The Vitamin Bingo found in the February 1961 Forecast was very good to review vitamins. In fact, there was also an excellent article on "Selling Nutrition to Teens" in that same issue."

"We also used a type of spell-down quiz when we wanted a quick review of a day's lesson. Sometimes the class was arbitrarily divided, sometimes they chose sides. The teacher then asked pertinent questions in spell-down fashion. High school students may not like this, but junior high girls did."

Sharing Ideas with Others

"You have frequently mentioned sharing ideas with mothers, and you have said something about hallway bulletin boards. Were there other aspects of this in your program?"

"We had three projects in relation to elementary school children. One was the preparation of a cookbook for boys and girls. Using the Better Homes and Gardens Junior Cookbook, Betty Crocker's Cookbook for Boys and Girls and Julia Kiene's Step by Step Cook Book for Girls and Boys as guides we prepared our own "Dick and Jane Cook Book." There is no better way to learn basic information than to have to be able to write it in terms so that youngsters can understand."

"Another project came about at the request of a first grade teacher. One 8th grade class took all the necessary materials to the elementary school and helped thirty youngsters make quick pizzas from refrigerated biscuits. It was a wonderful lesson in organization and management for the 8th graders, and a chance to share fun with the first graders."

"I would guess, however, that your girls felt more grown-up than childlike in this project."

"I think so. The junior high student does like to try out grown-up roles, so having her play teacher makes her feel older and gives her some feeling of authority. We have a Future Teachers of America Club in our school, and it seems that many home economics topics could be taught in the grades by use of these Future Teachers. Of course, they can 'play teacher' in your own class, too."

"What was your third project with elementary school children?"

"We have a collection of hand puppets that the students used when reporting on some topic, or sometimes they wrote special skits in relation to baby sitting, home safety, or nutrition. These 'shows' were well received in our classes and someone suggested that elementary pupils would enjoy them, too. We did one on nutrition. The elementary teachers appreciated our doing this, and I feel that the nutrition material presented will stay all the better with the junior high students for their having presented it to others."

"At one time you said something about your Tessie posters. What are they?"

"Tessie was just a name we made up for a stick figure character which was on the posters. Each week we would have either 'Tessie says' or 'Tessie asks.' Then there would be some provocative statement or a question

of general interest illustrated by a colorful picture--remember our wealth of pictures from the magazines."

"Were the posters used for your classes?"

"Indirectly. Class committees were assigned to prepare the posters, and the students were supposed to be able to explain Tessie's viewpoint or answer her questions when other students, or faculty, asked about them. The posters were placed where others could easily see them, and I think people got in the habit of looking for them.

"One statement we had Tessie make appeared under a colorful picture of a cornfield. It was 'Since crops have been grown over and over on this land the soil must be depleted and we should take daily vitamins to help ourselves stay healthy.' We used a great variety of topics in order to show all aspects of home economics."

"It sounds as if you were trying to interest all the school in the work of home economics."

"Yes, that's true. I think we always have to work at the job of interpreting our subject. Another way we did it was by publishing the results of surveys we took. These might have been in the school newspaper, or in graph form on poster. Such things as hours parents expected students to be home, or in bed, or size of allowance were of interest to parents, too. Food surveys on 'Who Eats Breakfast?' or 'How often do you eat at the drive-in or soda fountain?' were most informative."

Field Trips

"Field trips often open the eyes of others about what we are doing in home economics. You have mentioned some individual field trips; did you also have some group ones?"

"Yes, and I remember one when people were surprised at the trip because, to them, home economics meant sewing your own clothes. We went to a ready-to-wear shop to have clothes modeled. We arranged for ten students to go to the store the evening before to be fitted for the outfits they would model. Each girl also had her hair shampooed and set by the beauty shop in the store.

"The next day these girls modeled for their classmates while the store's fashion commentator told students about styles, accepted teen dress, and how to build a wardrobe. The longer I teach the more convinced I become that clothing selection needs emphasis in the junior high school; each semester I have lengthened the unit on selection."

"You are probably located advantageously for a variety of field trips."

"Everyone could walk on the one mentioned earlier. For two years we took a more comprehensive trip by bus, but even then everything was within five miles. These trips were near the end of the year, and we

tried to tie together many phases of our subject. The students were given questionnaires, and at each place visited they found out answers to the questions. (This was not a trip just for the fun of it.) Each of the hosts on the trip had been given a copy of the questions so they knew what points I especially wanted covered. As well as reinforcing some of the ideas that had been learned in class, we used the field trip to broaden students' horizons."

"What type of places did you visit?"

"A furniture store, a dress factory, a large department store, a restaurant and its kitchen, model homes and an electronic range exhibit comprised our stops one year. The girls were fascinated to see one hundred dresses cut out at once with such skill and precision, and stood open-mouthed watching hems put in dresses at the rate of one every forty-five seconds. In the department store they saw dresses being unloaded, marked and priced, pressed and put on display. They also found out about possible jobs open in the field of merchandising. The institutional type kitchen was quite new to them, too, and again they got some ideas for possible kinds of jobs."

Career Opportunities in Home Economics

"When we started this visit I remember you said something about wanting to instill positive attitudes so girls might want to study more home economics. And you have just suggested another way you get in possible career opportunities. Do you do anything more directly?"

"When I found out that the English teacher in our school was assigning a paper on vocations I put up a bulletin board showing the various job possibilities there were when one had a background in home economics. Now a career bulletin board is a feature each semester. I think junior high is a very good time to plant the idea of a career in home economics. They are beginning to think ahead to high school electives and how they may influence college work. We should give them a clear picture of what home economics means."

"I agree, and I suppose you would be willing to add, a clear picture of what the study of home economics means on the professional level. I mean the kinds of supporting and related courses that are necessary to make one a real student in the field. Hearing someone say, 'She ought to go into home economics, she's good at sewing and cooking,' grates the wrong way with me. One needs many other skills, too, including intellectual ones."

"Another way I have approached the career interest is through the resource people who come to give presentations in our classes. For example, when a public utility home economist, some one from a pattern company, an interior designer or a dietitian is invited to speak to the class, I ask each to mention their educational background and the kind of jobs they may have had leading to their present one."

A Last Word

"We have talked about many interesting approaches to home economics, and I'm sure it covers more than one semester of 8th grade work, since, as you said, you like to re-evaluate what you have done, and to try new methods."

"There is one other lesson I would like to tell you about. I teach it twice a year, before Mother's Day and before Christmas. This lesson is on the selection of saucepans for use as gifts. Students had been asking so many questions about the new pyroceram pans that some instruction seemed desirable. We had examples of many different saucepans so the girls could see the materials used and could handle the pans. Students were also given mimeographed forms on which they could note the advantages and disadvantages of each type of material as we discussed it. Some frames from a filmstrip on the selection of pans were also used.

"I know some people might not think it appropriate to teach 'equipment' at the junior high level. But we were not making a big study of equipment, merely trying to learn one thing thoroughly enough so that it could be of immediate usefulness, and learn it in such a way as to develop good principles of buymanship which have broad applicability."

"I believe we forgot to ask about what you included in the unit labeled 'Making My Room Liveable.'"

"Briefly, the girls studied color schemes and furniture arrangements, having drawn a floor plan of their room at home; planned a study area and in doing so worked a bit with home lighting; studied care and cleaning of their rooms and were introduced to some ideas in relation to work simplification; and finally studied wise choice and arrangement of accessories. Remember this was a three to four week unit."

Ideas for you in the above? We hope so, although we know there are many areas of subject matter which were not developed in this conversation.

* * * * *

A Look at a Program in a Three-Year Junior High School

Recognizing changes in families in today's society, Alton, Illinois, teachers felt it was vitally important to develop a program that would be challenging and thought-provoking to students. A required program in the 7th and 8th grades can give a good foundation for subsequent elective work. Since several junior high schools send their students to one senior high school in Alton, it was particularly important to plan for articulation of the junior high programs with the high school programs. The following program resulted from a special summer workshop.

Students in the 7th and 8th grades are scheduled for a total of twelve weeks of home economics in two six-week blocks, one each semester. Ninth grade students have a full year of home economics.

Seventh grade units are planned in the areas of food and nutrition, housing, management, and clothing.

The Weight of a Snack	4 weeks
The "Type A" Lunch	1 week
Basically You	1 week
Room for Improvement	2 weeks
A Step in the Right Direction	2-3 days
Good Grooming--Plus or Minus?	4 weeks

Eighth grade units are planned in the areas of child development, management, relationships, and clothing.

Child Care Tips for Teens	3 weeks
Penny Wise	1 week
Making and Keeping Friends	1 week
Careers in Home Economics	1 week
The Sew Set	6 weeks

Ninth grade units include the areas of clothing, food and nutrition, housing, management, and relationships.

Miss Teen--The Super Consumer	7 weeks
Sew Easy	11 weeks
Operation Nutrition	2 weeks
Operation Meal Preparation	10 weeks
Sharing in the Care of the Home	2 weeks
Let's Have Fun	2 weeks
A Well-Guided Miss	2 weeks

The last two titles may need a word of explanation. Principles of management are incorporated and emphasized in the entertainment unit as well as work with food. Relationships naturally come into this, too, as they do in "A Well-Guided Miss." This unit emphasizes the girls' opportunities in growth through activities in the Future Homemakers of America, working with others for common purposes, committee responsibilities, and striving for her own achievement.

Home Economics Integrated with Other Subjects

Home economics is typically referred to as a "special" subject and, unfortunately, does not get included as often as it might in integrated courses for junior high school students. One example, however, will be cited to show possibilities.

At Skiles Junior High School in Evanston a plan was in effect to have the allied arts teachers (home arts, fine arts, and manual arts) work cooperatively with the language arts-social studies-homeroom teacher. The building was designed to aid this objective of integration and correlation. The allied arts department is located in the academic section of the building as large open areas directly opposite a bank of classrooms. There is easy movement between these laboratory facilities and the language arts-social studies classrooms.

Time was provided within the school day for regularly scheduled conferences so that teachers might plan together. Certain experiences were planned in the allied arts which could enrich and supplement the learning in the language arts-social studies classes. The teacher who had her homeroom students for a block of two-to-three hours time each day in the aforementioned academic subjects was responsible for the coordination of the planning and making the assignments. The allied arts teachers served as resource persons, estimating possible length of suggested projects and whether or not they were feasible.

An allied arts teacher also served as a resource person during the actual teaching, sometimes sharing the classroom with another teacher, sometimes having the students in his own area with the special facilities. When students were meeting their regular schedule for one of the allied arts classes if no particular integration project was under way, experiences were of an exploratory nature in that field. Knowing the schedule for the integrated projects ahead of time, each teacher could plan other experiences in the time available.

The following is an example of how many subject areas in the school could be integrated with a unit in United States History.

Westward Expansion

I. Time

A. 1800 - 1850

or

B. Post 1812 to 1860

II. Routes

A. Land

1. North

2. South

B. Sea

III. Reasons

A. Farming

1. Oregon

2. Ranch

3. Grain

B. Gold - silver

C. Religion - Utah

IV. Cultural Growth

A. Music

B. Literature

C. Drama

Integration of Departments

Dramatics:

1. Wagon train life

2. Gold discovery

3. Brigham Young

4. Texas War (Alamo)

5. Indian Wars

6. The arts shown

7. Theatre of the time

Art:

1. Series of major incidents
in pictures

2. Dioramas

3. Mural of any of the
integrated studies

Music:

1. Negro music--early

2. Songs on the trails

3. Earliest hill billy music

4. Dance

Mathematics:

1. Charting travel times of
various routes

2. Calculating supplies of
specific types for times
between supply sources

3. Study of assay reports and
projection of mine wealth

- | | |
|--|--|
| <ul style="list-style-type: none"> V. Communications <ul style="list-style-type: none"> A. Telegraph B. Others VI. Life <ul style="list-style-type: none"> A. Homes B. Clothing C. Foods D. Customs VII. Inventions | <p>Science:</p> <ul style="list-style-type: none"> 1. Study important finds of the time 2. Comparison of knowledge then and now 3. Medicines of the time <p>Home Economics:</p> <ul style="list-style-type: none"> 1. Study of clothing styles and sewing methods 2. Foods of the day 3. Wagon train foods |
|--|--|

In this case the students actually prepared a meal with the type of foods they studied--including buffalo meat!

Another venture was in cooperation with the French Club, when a French banquet was prepared and served after a study of French food. The art department talents were used, too, and the whole affair was entitled by the students as "Le Triomphe des Americains."

Some readers may be thinking "exploitation" of the specialist; we say no, its planned integration which can have real value for students' learning, and can be professionally stimulating to the teachers involved.

Integration as described here does take time to plan as well as time to carry out. The resource person should have free time to be just that when she is needed in that role. Unfortunately, pressures of enrollments resulting in more crowded schedules have curtailed opportunities for some of these integration projects at Skiles.

Another way personnel in Evanston junior high schools are working on integration of subjects is by outlining the scope of health education which they consider important for 7th and 8th grade students, and then delineating the various aspects of it to be included in a variety of subjects. Much of what is considered family life education is included. Both physical and emotional-social health are considered as can be seen by this chart showing departmental responsibilities:

Departmental Responsibilities for Health Education (1)

Grade		Grade	
Physical Health	7 8	Emotional-Social Health	7 8
HOME ARTS		HOME ARTS	
Foods and nutrition	x x	Social growth in our families	x x
Cleanliness-Sanitation	x x	Helping at home	x x
Safety	x x	Spiritual attitudes	x
Good grooming	x	Peer groups	x x
Simple first aid	x x	Social skills	x
		Clothing	x
		Budgeting	x
INDUSTRIAL-FINE-GRAPHIC ARTS		INDUSTRIAL-FINE-GRAPHIC ARTS	
Accident prevention	x x	Desirable attitudes	x x
Workshop safety	x x	Appreciating the need of preplanning	x x
Physical limitations of the individual	x x	Developing self-discipline	x x
Need for good physical health	x x		
PHYSICAL EDUCATION		PHYSICAL EDUCATION	
Good health habits	x x	Social and personal relationships	x x
Personal appearance	x x	Emotional maturity	x
Sleep, rest, recreation	x	Personality growth	x
Posture	x	Attitudes and under-standings	x
Foods and nutrition	x		
Physical changes during puberty	x		
Physiology of exercise	x		
Physical fitness	x		
Safety and first aid	x x		
School health services	x x		
SCIENCE		SCIENCE	
Good health habits	x x	Science--a tool for healthful living	x x
Personal hygiene	x	Physical health can affect social-emotional health	x x
Body structure, and functions	x	Social-emotional health can affect physical health	x x
Foods and nutrition	x	The influence of heredity and environment	x x
Tobacco, drugs, alcohol	x		
Heredity and environment	x		
Physical fitness	x		
Safety	x x		
UNIFIED STUDIES-HOME ROOM		UNIFIED STUDIES-HOME ROOM	
Good health habits	x x	Family relationships	x x
Safety	x x	Social and personal relationships	x x
School health services	x x	Community health services	x x

A Look at Home Economics in a Unified Arts Program

In Oak Park, Illinois, 7th and 8th grades are part of the elementary schools and home economics is part of a program in Unified Arts. This area comprises Home Arts, Industrial Arts, and Arts and Crafts. These are housed in a Unified Arts Center, equal to three classrooms, furnished and equipped for activities in all three phases, yet arranged for flexibility so that when equipment is not needed it can be moved or stored.

Two teachers serve a Center at all times. An arts and crafts teacher is assigned full time to one school building, whereas a home arts teacher and an industrial arts teacher alternate between two buildings on a semester basis.

The following was adopted as the philosophy and objectives of the program in Unified Arts:

"We believe that the purpose of the Unified Arts is to provide each child with an opportunity to participate in art activities which help enrich family and community living.

Objectives:

1. To encourage initiative and self-reliance for original art ideas.
2. To foster the potential creative expression of every child.
3. To help children gain an awareness of aesthetic values.
4. To develop abilities and skills for desirable group participation in art activities.
5. To develop skills, information, and knowledge needed in one's personal, family and community living" (2).

Activities are organized around the following units:

7th grade

1. Serving my school and community
(taught when the Industrial Arts teacher is in the center)
2. Preparing for seasonal and holiday celebrations.
(interspersed throughout the school year as needed)
3. Making the most of myself, my home and my family
(taught when the Home Arts Teacher is in the center)

8th grade

1. Contributing to the family group

* * * * *

Home Economics in junior high school grades can be organized and presented in a great variety of ways. There is no one answer; each school system develops its own program.

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CONTINUING CHALLENGES

What are some of the challenges still with us in providing home economics programs for junior high school youth?

Articulation between grade levels. Home economics teachers in junior high schools and in senior high schools in the same community or school district need to get together to find out what can be done to build a worthwhile curriculum in home economics for the youth of that community. When there is no organized structure within the school system to take care of this, one would hope that the teachers themselves would get together to discuss common concerns and to share ideas.

As home economists we are naturally concerned about our subject. As teachers we should be concerned about the total educational experience the students have in relation to our subject, not just about what happens in one's own classroom.

Planning needs to be done cooperatively so that there is no danger of the senior high school "calling the tune." It is important that junior high school teachers have a feeling of purpose about what they are trying to do for young adolescents in their grades. The junior high school program should not exist merely to fit into senior high school programs.

Articulation can also work in the other direction. Much about home and family life is taught below grade seven. Junior high school teachers need to be aware of curriculum content in the grades as well as in senior high.

Integration between subject areas. Although home economics is often labeled a "special" subject, it has a very real contribution to make to the general education of junior high school youth. Sometimes home economists may be called upon to be a member of a team planning general education experiences; at other times the home economics teacher may bring out relationships to other subjects in her own teaching.

Meaningful repetition has value in aiding learning, but repetition per se can be boring. However, having an idea or principle presented again, but from a different viewpoint in another subject, can be exciting

to learners. Learning makes more sense when meaningful relationships are recognized. The student can better organize what he has learned and build new learnings on former ones. For each teacher to approach her subject as if it were brand new to the student and related to nothing else previously studied, seems to be an inefficient use of time, both for teacher and students.

Home economics teachers need to be aware of trends in teaching in other subject areas and of various types of curriculum projects that may be influencing the work in other areas. For instance there has been a growing concern for economic education at all grade levels. Many teachers from a variety of subject areas have participated in workshops on economic education. But do home economics teachers know what is going on in their own school in a field very closely allied with their own?

Teacher education planned for junior high school teachers. Pre-service teacher education experiences need to be expanded to include more definite preparation for junior high school home economics teaching. An understanding of the characteristics of the young adolescent and why the behavior patterns are what they are, as well as opportunities to see these students in action and to try out teaching ideas with them, seem very important prerequisites for security for a first-year teacher. It would seem that paying some special attention to junior high school teaching would make for much better preparation than assuming if one is educated for, and has some acquaintance with, senior high schools, then one can, of course, do junior high work satisfactorily.

On the other hand, it probably is not wise to educate our future teachers for too narrow a range of teaching. Women, particularly, need to be flexible in the kinds of positions they are prepared to take.

In-service teacher education experiences need expansion, too. Workshops focused on junior high school curriculum and teaching would fill a real need. More leadership for curriculum development in home economics below the 9th grade is desirable.

Teaching home economics to junior high school youth--a challenge, yes, but we hope also a satisfaction.

ADDITIONAL REFERENCES

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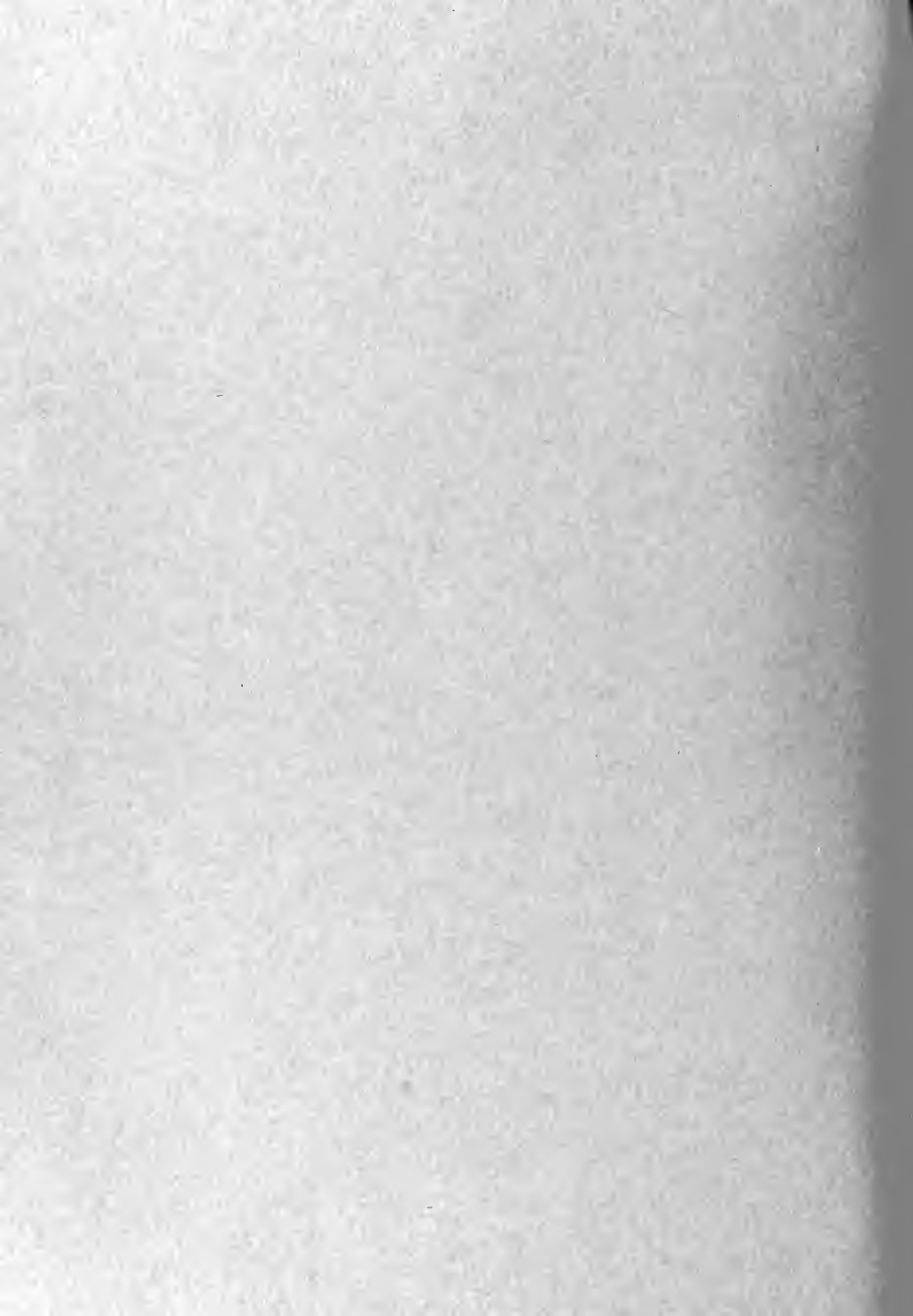
- No. 259 - November 1960 - The Junior High School Today and Tomorrow
- No. 271 - February 1962 - Junior High School Development, Practices, and Research
- No. 276 - October 1962 - The Junior High School in Theory and Practice
- No. 280 - February 1963 - Junior High School Regional Conference Reports
- No. 285 - October 1963 - Junior High School Position Papers and Practices

Copies of the Conference Proceedings, A New Look at the Vocational
Purposes of Home Economics Education, are still available for \$1.00
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please do not hesitate to write to Dr. Elizabeth Simpson, 352 Education
Building, and she will see that you receive your copy promptly.



ILLINOIS TEACHER OF HOME ECONOMICS

ADVICE IN THE TEEN MAGAZINES

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ADVICE IN THE TEEN MAGAZINES

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"How to Get Along with Teachers" "Are your Parents Jealous of You?" "Can Teens Really Love?" "How to Break Up With Your Steady" "How You Can Be the Life of the Party" These are merely examples of the topics dealt with in the advice columns and articles of the twenty-five or so teenagers' magazines that find their way to the newsstands of the drugstores and super-markets across the country.

As one aspect of a larger study on images of the family in the teenagers' magazines, content analysis was done of the advice columns and articles that appeared in 85 issues of these magazines. These were all of the teenagers' magazines received by the local news agency in Champaign-Urbana, Illinois, during a ten-month period, September, 1960 through June, 1961. This news agency receives approximately 90 per cent of all magazines distributed nationally.

Certainly teenagers read many magazines not designated as teen magazines. However, in this study, only those magazines specifically directed toward teenagers were included.

The purposes were to find answers to the following questions:

1. With what problems do the advice columns and articles in the teen magazines deal?
2. What is the nature of the advice given?
3. Are these columns and articles directed primarily toward girls, boys, or both?
4. Who writes the advice columns and articles in the teen magazines?

That those interested in education for home and family living should be concerned with finding answers to these questions should go without saying. Even a cursory examination of the magazines reveals that the

advice materials deal primarily with problems of personal development, family and social relationships, and personal appearance--areas of content dealt with in most programs of instruction aimed at the improvement of home and family life. In view of the circulation figures, it would appear that a large proportion of teenagers are exposed to the ideas contained in these advice columns and articles. For some teenagers, they may serve in a manner similar to the reference groups of home, school, and church. Hence, the problems dealt with and the advice given may be significant for some teens. And, the qualifications of those dispensing advice are matters for some concern!

Table 1 shows the magazines that were included in this study, the number of issues analyzed, and the number of advice columns and articles in each.

The teen magazine is a fairly recent phenomenon in the world of journalism. Approximately 25 different titles appeared on the market between September 1, 1960 and March 29, 1961. Several of these were in the first year of publication. The following data from the editors give some idea of the distribution of these publications:

Seventeen -- 1,146,931 copies of the March, 1960 issue distributed in the United States; 55,904 in Canada.

Calling All Girls -- Circulation over 300,000. Primarily read by 9-12 year-old girls, with rural readers outnumbering urbanites by two or three to one.

'Teen -- Circulation, 700,000, with girls making up 75% of the readers and boys, 25%. Primarily appeals to younger high school age. Proportion of rural and urban readers almost equal.

Ingenue -- Circulation, over 400,000. Directed almost entirely to girl readers, about 80% in urban centers. After eleven or twelve issues were published, the median age of readers was thought to be about 16 years.

Dig -- Circulation, 267,000, about 55% girl readers and 45% boys. Median age of readers is 16.

Teens Today -- Circulation, 250,000. 95% of the readers are girls, only 5% boys. Urban and rural readership are about equal. The mean age of readers is 16.

Circulation data were not available for all of the teen magazines. A number made a first appearance on the market during the period covered by the study and distribution figures for one issue only either were unobtainable or did not seem very significant.

Of interest is the fact that the "advice" materials were concentrated rather heavily in some five or six magazines, whereas five of the publications studied carried none. One "one-shot" magazine, 1000 Hints for

TABLE 1

TEEN MAGAZINES INCLUDED IN A STUDY OF ADVICE COLUMNS AND ARTICLES
AND THE NUMBER OF SUCH MATERIALS APPEARING IN EACH

Titles	Number of Issues	Number of Advice Columns and Articles
Calling All Girls	9	3
Datebook	5	42
Dig	6	11
Flip	1	3
Ingenue	8	62
Juke Box Stars	1	1
Popular Teen	1	None
Record Hop Stars	1	None
Seventeen	10	37
16 Magazines	5	11
'Teen	9	41
Teen Digest	1	8
Teen Parade	2	10
Teens Today	5	14
Teen World	5	30
Teenville	2	None
Hollywood Teenagers	1	None
Modern Teen	1	2
Teen Romances ²	1	6
Teen Screen	5	6
Movie Teen	1	2
Young and Beautiful	1	3
Teens - 1000 Hints for Teens ¹	1	22
My Bandstand Buddies ¹	1	None
Teenews	1	3
Totals	84	317

¹"One-shot" magazines. Only one issue is published. Frequently these are undated and may appear on the newsstands for a period of several months.

²After one issue, publication of this magazine was discontinued.

Teens,¹ which has also appeared under the title On Becoming a Woman in a pocketbook edition, carried 22 articles offering advice to teenagers.

The letters to the editors were of particular interest, for, presumably, they state the teenager's problems in his or her own words. In the February, 1961 Datebook,² teenagers asked about boy-girl relations:

"The boy I like goes for gay, witty, and talkative girls. I happen to be the shy quiet type. I do contribute to the conversation, but I prefer to keep quiet and listen to what others have to say. Do you think I should try to change my personality so that I can get this boy?"

"I like Joe very much and I think he likes me. The other day a friend of mine asked Joe how he feels about me, and Joe said he likes to keep me guessing. What do I do now?"

The June, 1961 Dig, on its Problems page by Patricia Paul,³ dealt with problems of relationships and grooming. A girl wrote:

"Could you please recommend an exercise that will help me get rid of some of the fat on my cheeks. Please print this as soon as possible since I need to get rid of the fat by a certain time."

"My problem is probably shared by boys all over the world, I don't know what kind or style of clothes and haircuts girls like best on boys. Could you please tell me what girls like and dislike?"

Questions regarding popularity abound. Writing to "Dear Barbara"⁴ in the February, 1961 16 Magazine, one teenager stated her problem:

"I am having trouble being popular with my friends. They just don't care if I'm alive or not."

In the same column, two teenagers mentioned problems related to parents:

"I've got Mom trouble! I am in love with a boy of 18. Because of our ages (I'm 16), Mom says it's only puppy love, a childish crush. I know she's wrong, for I've dated other boys to test my love for Mike.... Help me make her understand that Mike and I love each other and should be allowed to see one another."

¹1000 Hints for Teens, Dell Publishing Co., Inc., New York, New York

²Barton, Ter1, "Date-Lines," Datebook, February, 1961, p. 7.

³Paul, Patricia, "Problems," Dig, June, 1961, p. 58.

⁴Hearn, Barbara, "Barbara's Corner," 16 Magazine, February, 1961, p. 58-59.

"I'm in a fix! Last night I left my new glasses on the porch railing and my boy friend sat on them, and the lenses were broken. My folks are poor and will be furious! Do I dare tell them?"

In discussing the teen-type magazine, Brown⁵ called special attention to the letters that make up a large part of a number of the magazines. He stated that:

"Just as the true-story type of magazine arose to cater to the newly literate public some forty years ago, so the teen-type magazine has arisen in the last decade to cater to the high school public that can write, at least write letters. These new magazines vary slightly with respect to the age of the target public and with respect to intensity and 'kookiness,' but they all include fan club departments and pen-pal departments. And they all include dozens of letters. The major problems of readers are shyness, weight, and skin condition. The major preoccupation is with relations with the other sex. ...The portrait of teenagers which they themselves paint in their letters is shown to be correct; it corresponds almost exactly with the picture which a national survey assembled on the basis of years of questioning teen-agers...."

Procedures

In order to ascertain the kind of problems dealt with in the advice columns and articles, a content analysis form was developed. This was submitted to a specialist in research methodology and a specialist in content analysis methods. Their suggestions were incorporated in a revision of the form. The instrument was used on a trial basis after which a few revisions were made. The final form appears in the appendix.

The Content Analysis Form

The instrument provides space for the analyst's name and the date when the analysis of a particular column or article was completed. Space is also provided for the title of the article or column; the author, if any is given; designation of the magazine; and the date of publication.

A list of 55 problems is given. Analysts were directed to place a 1 beside the number if the problem definitely was dealt with and advice given for its solution, and to place a 2 beside the number if the problem was only mentioned or suggested and no solution was given. Otherwise, they were directed to leave the space blank.

⁵Brown, Charles H., "Self-Portrait: The Teen-Type Magazine," The Annals of the American Academy of Political and Social Science, Vol. 338, November, 1961, p. 13.

Analysts were further directed to briefly state the advice given; to indicate the form of the material--whether a column with questions and answers or an article; and the sex toward whom the advice was primarily directed.

Use of the Instrument

In the beginning, two and sometimes three, analysts read the advice columns and articles in the magazines and marked the appropriate forms. Comparisons of their markings from time to time indicated such complete agreement as to make it apparent that the content was clearly manifest and that having more than one analyst for a given article or column was unnecessary. Therefore, approximately two-thirds of the 317 columns and articles were analyzed by only one person; approximately one-third were analyzed by two or three persons.

Treatment of Data

After the analyses of the columns and articles were completed, each form was given a serial number and code numbers were established for certain information. The authors were coded as follows: (0) no author given, (1) well-known personality, but not recognized authority in field of advice given, (2) well-known authority in field of advice given, and (3) name stated but qualifications unknown. A code number was given for the title of the magazine; the date of publication; the form in which the advice material was presented--whether in a column or an article; the sex toward whom advice was directed--girls, boys, or both; and the person who served as analyst. This last was added as a precaution in case it became necessary to recheck a given article or column.

The preceding information was punched on International Business Machines cards. In addition, the marking for each of the 55 problems was indicated. Cards were sorted on the basis of magazine titles and the number and percentage of each of the problems for which a solution was given and the number and percentage of each problem mentioned but for which no solution was given were computed. This information was incorporated in tables with the problems grouped in eight problem area categories, as follows: (1) personal-social and emotional development, (2) boy-girl relationships; courtship; sex; marriage, (3) personal appearance, (4) family living, (5) personal standards, (6) planning for the future, (7) employment, and (8) school.

Cards were also sorted on the basis of the form in which the advice material was presented, whether question-and-answer advice column or advice article, and the number and percentage of each form computed for the advice material in each of the twenty-six titles. This information appears in tabular form.

The sex of the persons toward whom advice columns and articles were directed--girls or boys or both--was the basis for one sorting of the IBM cards. The number and percentage of advice columns and articles for each of the three categories was computed for each of the magazine titles.

The number and percentage of each of the categories of authorship was computed for the advice columns and articles appearing in each of the magazines. This information is presented in tabular form.

Problems in the Teen Magazines Compared with those Revealed by Studies of Teenagers Problems

In order to draw some conclusions regarding the relationship between problems dealt with in the teen magazines and those revealed by studies of the problems recognized by teenagers, a survey of selected literature dealing with such studies was conducted. A discussion of the findings is presented.

Analysis and Discussion of Findings

Three hundred and seventeen advice columns and articles appeared in the 84 magazines included in the study. In these columns and articles, 750 problems were discussed; solutions were offered for 629 or 83.8 per cent. Other problems were merely mentioned, but no solution offered.

Although 750 specific problems were mentioned, most were easily classified as relating to one of 49 general problem statements. Six of the problems included in the original questionnaire were not found in the teen magazines. Table 2 lists all 49 problem statements in rank order from those most frequently mentioned with solution given to those least frequently mentioned with a solution given.

The 49 problem statements were further classified in eight problem-area categories. Table 3 shows the number and per cent of the 750 problems in each category for which a solution was given and the number and per cent for which no solution was offered.

Clearly, the teen magazine is largely concerned with immediate matters of personal-social relations, less with the broader problems of the adult world. Occasionally there is a glimmer of concern about larger social problems as seen in rare articles on such subjects as the United Nations or the national employment situation.

A look at the data regarding the sex toward whom advice in the teen magazines is directed may be helpful in interpreting the findings regarding problems discussed.

Sex of Persons Toward Whom Advice in the Teen Magazines is Directed

In approximately two-thirds of the 317 question-and-answer columns and advice articles in the study, the advice was clearly directed toward one sex. Two hundred and four of the columns and articles were directed toward girls and only twelve toward boys. One hundred and one were manifestly directed toward both sexes. Table 4 shows the number and proportion of the advice columns and articles directed toward boys, girls, or both sexes in the 20 magazines in the study that carried such materials.

TABLE 2

FORTY-NINE PROBLEMS IN RANK ORDER FROM THOSE MENTIONED
MOST FREQUENTLY (WITH SOLUTION) TO THOSE MENTIONED
LEAST FREQUENTLY, IN 317 ADVICE COLUMNS AND ARTICLES

Problem	Problem Mentioned, Solution Given		Problem Mentioned, No Solution Given	
	N	%	N	%
Controlling emotions and growing up emotionally	75	23.6	18	5.6
Improving physical appearance	67	21.1	10	3.1
Getting along with parents	48	15.1	12	3.7
Meeting and appealing to members of the opposite sex	45	14.1	7	2.1
Improving personality, becoming more popular, more charming, or more interesting	44	13.8	14	4.4
Behavior (or manners) on social occasions, as parties, dances, etc.	37	11.6	4	1.2
Behavior on dates	23	7.2	9	2.8
Necking, petting, "making out" on dates	20	6.3	8	2.5
Keeping members of the opposite sex interested	19	5.9	7	2.2
Going steady	19	5.9	2	.6
Getting dates	20	6.3	2	.6
Knowing where to go for help with personal and vocational problems	14	4.4	3	.9
Health	15	4.7	1	.3
Military service	15	4.7	3	.9
Information on schools and careers	14	4.4	0	0.0
"Breaking off" with a boy friend, girl friend	8	2.5	3	.9

Table 2 (Continued)

Problem	Problem Mentioned, Solution Given		Problem Mentioned, No Solution Given	
	N	%	N	%
Gaining more freedom	6	1.8	3	.9
Getting married	7	2.2	2	.6
Dressing more attractively	4	1.2	7	2.2
Having a "crush" on an older person	5	1.5	0	0.0
Behavior on job	4	1.2	0	0.0
Observing safety rules	4	1.2	0	0.0
Understanding physical changes of puberty	4	1.3	1	.3
Finding a hobby or other recreational interest	3	.9	2	.6
Ways to earn and handle money	3	.9	0	0.0
Drinking	3	.9	2	.6
Smoking	3	.9	0	0.0
Lying to parents or others; stealing	3	.9	0	0.0
Cheating in school	3	.9	0	0.0
Getting a bad reputation	3	.9	2	.6
Pre-marital sexual intercourse	3	.9	1	.3
Blind dates	3	.9	1	.3
Improving status	2	.6	1	.3
"Picking up" members of opposite sex	2	.6	0	0.0
What to do if you don't have a boy friend (girl friend)	2	.6	2	.6
Deciding on an occupation	2	.6	2	.6
What time to get in at night	2	.6	0	0.0

Table 2 (Continued)

Problem	Problem Mentioned, Solution Given		Problem Mentioned, No Solution Given	
	N	%	N	%
Using the TV, radio, or telephone	2	.6	0	0.0
Feeling ashamed of home or family	2	.6	0	0.0
Position in family	2	.6	0	0.0
Having difficulties with teachers or school administrators	1	.3	2	.6
Taking habit-forming drugs	1	.3	1	.3
Using the family (or own) automobile	1	.3	1	.3
Finding Privacy	1	.3	0	0.0
Achieving scholastically or obtaining a scholarship	1	.3	3	.9
Living alone in a big city	1	.3	0	0.0
Daydreaming a great deal	0	0.0	1	.3
Religion	0	0.0	1	.3
Punishment by parents, teachers, or others	0	0.0	1	.3

TABLE 3

PROBLEM-AREA CLASSIFICATION OF 750 PROBLEMS, WITH AND WITHOUT
SOLUTIONS, MENTIONED IN 84 TEEN MAGAZINES

Problem areas	Solution to Problem given (629 problems)		Problem mentioned, No solution given (121 problems)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Personal-Social and Emotional Development	215	34	29	24
Boy-Girl Relationships; Courtship; Sex; Marriage	193	31	38	31
Family Living	77	12	12	10
Personal Appearance	76	12	14	11
Planning for Future	33	5	8	7
Personal Standards	22	4	16	13
Employment	7	1	2	2
School	6	1	2	2
Totals	629	100	121	100

TABLE 4
NUMBER AND PROPORTION OF 317 ADVICE COLUMNS AND ARTICLES DIRECTED TOWARD
GIRLS, BOYS, OR BOTH SEXES IN TWENTY TEEN MAGAZINES

Sex Toward Whom Advice is Directed	Magazine Titles									
	Calling All Girls (9)*	Date- Book (5)*	Dig (6)*	Flip (1)*	Ingenu (8)*	Juke Box Star (1)*	Seven- teen (10)*	16 Magazine (5)*	Teen (9)*	Teen Digest (1)*
Girls	N	2	28	5	2	40	0	27	8	23
	%	67	67	45	67	65	0	73	73	56
Boys	N	0	0	1	0	1	1	0	0	2
	%	0	0	9	0	1	100	0	0	5
Both Boys and Girls	N	1	14	5	1	21	0	10	3	16
	%	33	33	45	33	34	0	27	27	39
Totals	N	3	42	11	3	62	1	37	11	41
	%	100	100	99	100	100	100	100	100	100

*Number of issues in study.

Table 4 (Continued)

Sex Toward Whom Advice is Directed	Magazine Titles										
	Teen Parade (2)*	Teen Today (5)*	Teen World (5)*	Modern Teen (1)*	Teen Romances (1)*	Teen Screen (5)*	Movie Teen (1)*	Young and Beautiful (1)*	Teens (1)*	Teenews (1)*	
Girls	N	7	9	24	0	1	2	1	3	18	0
	%	70	64	80	0	17	33	50	100	82	0
Boys	N	1	1	1	0	0	0	0	0	0	3
	%	10	7	3	0	0	0	0	0	0	100
Both Boys and Girls	N	2	4	5	2	5	4	1	0	4	0
	%	20	29	17	100	83	67	50	0	18	0
Totals	N	10	14	30	2	6	6	2	3	22	3
	%	100	100	100	100	100	100	100	100	100	100

*Number of issues in study.

In view of what is known about the differences between adolescent girls and boys, it is not surprising that the advice columns and articles in the teen magazines are primarily directed toward girls. With few exceptions, these materials deal with personal development and interpersonal relationships, and, according to Gesell, Ilg, and Ames:

"Girls are more interested in the person, in social relationships; boys are more interested in objective reality, in mechanics, science and engineering, sports...difference is plainly exhibited in magazine reading, boys electing sports and science; girls, fashion and romance.... At every age they (girls) express more planfulness about marriage than do boys and give more deliberate consideration to the personality traits of a potential spouse. They seem to have a 'typically feminine' cast of mind, quite apart from their degree of mental ability, which makes them more sensitive to moral and personal issues. In our group, girls proved to be earlier and more articulate than boys in making ethical distinctions between right and wrong. They seem more 'knowing' in sizing up and responding to the implications of life and conduct."⁶

Also of some interest is the form in which the advice in the teen magazines appears. The two forms used are discussed in the following section.

Forms Used in Giving Advice in Teen Magazines

Advice materials in the teen magazines appeared in two forms, question-and-answer columns dealing with a variety of problems, and articles, usually concerned with one problem or several related problems. Of the 317 columns and articles in the study, one-third was in the question-and-answer column form and two-thirds in the form of articles. Table 5 shows the number and proportion of each form used in the materials appearing in each of the 20 magazines that contained advice to teens.

Brown⁷ quoted a mother's letter to Modern Teen, in which she complained that the teen magazines encourage teenagers to write letters when they should be engaged in school work or other chores. In commenting on her complaint and the teenagers' penchant for letter writing, he stated that:

"The complaint that teen-type magazines encourage teen-agers to write letters is well taken. The epistolary art may have

⁶ Gesell, Arnold; Ilg, Frances L.; and Ames, Louise Bates, Youth, The Years from Ten to Sixteen, Harper and Brothers, New York, New York, 1956, p. 28.

⁷ Brown, Charles, H., "Self-Portrait: The Teen-Type Magazines," The Annals of the American Academy of Political and Social Science, Teen-Age Culture, Volume 338, November, 1961, pp. 15 and 16.

TABLE 5

NUMBER AND PROPORTION OF 317 ADVICE COLUMNS AND ARTICLES
IN QUESTION-AND-ANSWER AND ARTICLE FORM IN 20 TEEN MAGAZINES

		Magazine Titles									
Form of Advice Materials	Question-and- Answer Columns	Calling All Girls (9)*	Date Book (5)*	Dig (6)*	Flip (1)*	Ingenu (8)*	Juke Box Star (1)*	Seven- teen (10)*	16 Magazine (5)*	Teen Digest (9)*	Teen Digest (1)*
	N	0	12	7	1	15	1	14	5	28	1
	%	0	29	64	33	24	100	38	45	68	12.5
Advice	N	3	30	4	2	47	0	23	6	13	7
Articles	%	100	71	36	67	76	0	62	55	32	87.5
Totals	N	3	42	11	3	62	1	37	11	41	8
	%	100	100	100	100	100	100	100	100	100	100

*No. of issues of magazines in study.

Table 5 (Continued)

Form of Advice Materials	Magazine Titles									
	Teen Parade (2)*	Teen Today (5)*	Teen World (5)*	Modern Teen (1)*	Teen Romances (1)*	Teen Screen (5)*	Movie Teen (1)*	Young and Beautiful (1)*	Teens (1)*	Teenews (1)*
Question-and- Answer	N 3	4	6	1	0	5	1	0	2	0
Columns	% 30	29	20	50	0	83	50	0	9	0
Advice	N 7	10	24	1	6	1	1	3	20	3
Articles	% 70	71	80	50	100	17	50	100	91	100
Totals	N 10	14	30	2	6	6	2	3	22	3
	% 100	100	100	100	100	100	100	100	100	100

*Number of issues of magazines in study.

become extinct but not the practice of writing letters. Not even Pamela of Samuel Richardson's novel was more assiduous at her correspondence than the modern teen-ager, both boy and girl. They write and write and write--to the editors, to departmental editors, to their idols, and to one another. It seems not to make much difference to whom the letters are written. The contents are very similar. They write about themselves.

"They write about their personal problems, self-revealing letters that would be laughable if they were not so often pathetic. The rock-and-roll generation may seem to be made up of precocious youngsters, all-knowing in the protocol of social living and affairs of the heart, but letters published by the score reveal their uncertainties and areas of ignorance."

Brown pointed out that the articles in the teen magazines are vehicles for advice on standard questions.⁸ Subjects dealt with in the 317 articles in this study included, among others: steady dating, how to be popular, growing up emotionally, and improving personal appearance.

Following is a discussion of the findings regarding the problems in each of the eight categories.

Problems in Area of Personal-Social and Emotional Development

Table 6 shows the number and percentage of the 317 advice columns and articles dealing with and those not mentioning problems in the area of personal-social and emotional development in the teen magazines. The number and proportion of problems for which a solution is given and the number and proportion for which no solution is given are also presented.

In total, problems dealing with personal-social and emotional development were mentioned 241 times in the teen magazines surveyed. In 197 instances, solutions to the problems were suggested. In 44 cases, the problem was merely mentioned.

Controlling Emotions and Growing Up Emotionally

Of those problems discussed in the teen magazines, "controlling emotions and growing up emotionally" was the one most frequently discussed with suggested solutions. Ninety-three of the 317 advice columns or articles dealt with this problem. In 75, possible solutions were given.

⁸Ibid., p. 17.

TABLE 6

NUMBER AND PERCENTAGE OF 317 ADVICE COLUMNS AND ARTICLES
DEALING WITH PERSONAL-SOCIAL AND EMOTIONAL
DEVELOPMENT IN THE TEENAGERS' MAGAZINES

Problems	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Controlling emotions and growing up emotionally	75	23.6	18	5.6	224	70.6	317	100
Improving personality, becoming more popular, more charming, or more interesting	44	13.8	14	4.4	259	81.7	317	100
Behavior (or manners) on social occasions, as parties, dances, etc.	37	11.6	4	1.2	276	87.0	317	100
Health	15	4.7	1	.3	301	94.9	317	100
Knowing where to go for help with personal and vocational problems	14	4.4	3	.9	300	94.6	317	100
Having a "crush" on an older person	5	1.5	0	0.0	312	98.4	317	100
Understanding physical changes of puberty	4	1.3	1	.3	312	98.4	317	100
Finding a hobby or other recreational interest	3	.9	2	.6	312	98.4	317	100
Daydreaming a great deal	0	0.0	1	.3	316	99.7	317	100

Specific problems categorized as relating to controlling emotions and growing up emotionally included: understanding "growing up"; learning to be "a woman"; understanding how to become independent emotionally; how to deal with jealousy; how to know whether it's love; how to get over being shy, especially around boys; clinging to friends too much; changing from a tom-boy to a lady; how to "find oneself"; conquering fears; and learning to express thoughts to loved ones.

Through questionnaires and interviews, social scientists at Purdue University have been studying the expressed problems of the American teenager since 1941. Their findings based on a sample of 1225 boys and 1275 girls have been summarized in The American Teenager by H. H. Remmers and D. H. Radler.⁹ According to their report, teenagers have expressed concern about the following problems which seem at least somewhat related to the general problem of "controlling emotions and growing up emotionally."

<u>Problem</u>	<u>Percent Expressing Concern</u>
Get stage fright before a group	53
Do things I later regret	41
Feelings easily hurt	Boys 19, Girls 29
Trying to get rid of an undesirable habit	29
Afraid of making mistakes	26
Unsure of myself	23
Must learn to "keep my head"	22
Often feel lonesome	22
Afraid of failure or humiliation	20
Wonder if I am normal in way my mind works	15
Feel "blue" much of the time	10

In reporting on characteristics of youth, ages 10-16, Gesell and Ilg¹⁰ state that:

"An adult is regarded as being emotionally mature when he can manage his own affairs in a responsible manner and can take adequate account of the attitudes and responsibilities of other persons. Presumably this degree of maturity may be achieved with the twenties, although it is significantly pre-figured at the sixteen-year level. In no small measure, the youth from ten to sixteen is engaged in the many-sided task of achieving emotional maturity under guidance and by self-education."

⁹Remmers, H. H. and D. H. Radler, The American Teenager, Bobbs Merrill, New York, New York, 1957.

¹⁰Gesell, Arnold; Frances L. Ilg, and Louise Bates Ames, Youth, The Years From Ten to Sixteen, Harper and Brothers, New York, 1956, p. 335.

It seems apparent that problems of growing up emotionally are of much concern to teenagers. It is not surprising that questions and problems related to this were discussed in nearly 30 percent of the advice columns and articles in the teen magazines.

The advice given in relation to problems of growing up emotionally was simple and specific. For example, a boy stated that he was worried because he had fallen in love many times; he was told that he was "just immature and that he shouldn't consider marriage until he was grown up." A girl wanted to know how to become more poised and confident and less shy. She was advised to: breathe deeply before you begin to talk; say anything you are thinking; act poised; and circulate at parties. One article gave the following advice for "finding the true you":

Seek outside help in dealing with parents and school problems
 Don't assume that others are always right
 Learn to rely on your own judgment
 Don't worry about mistakes
 Have realistic goals
 Determine whether your crowd is really good for you
 Don't give up realistic goals because of one failure
 Don't be afraid to stick up for yourself
 Decide what is best for you.

Asked, "How do you know when it's love?" one column writer answered, "When you still have warm feelings even though you know all his faults." For the most part, answers to questions were extreme oversimplifications; however, if such materials are included in the magazines at all, this is probably all that is possible because of space limitations and the meager information about the letter-writer.

Improving Personality, Becoming More Popular, More Charming, or More Interesting

Fifty-eight or approximately 18 per cent of the 317 advice columns and articles in the teen magazines surveyed dealt with the problem of "improving personality, becoming more popular, more charming, or more interesting." Of this number, 44 suggested ways of achieving this objective.

Specific problems included in this category included: how to gain poise and charm; how to get over an inferiority complex; how to make friends; how to overcome being a wallflower; how to become friendlier; how to become popular; how to avoid being left out of things; and whether a girl should change her personality for a boy. Some of the suggestions made for solving these problems were: dress and act like a lady; don't feel sorry for yourself; instead of saying something silly, smile and say nothing; don't try too hard; present a comfortable image; and stop being things boys don't like--displaying affection in public, tidying him up after he has spent two hours dressing.

It is of interest that Remmers¹¹ found that 42 per cent of the high school students responding to the Purdue Opinion Poll stated that a problem was "wishing I were more popular." Twenty-two per cent felt "left out of things other kids do."¹² Twenty-one per cent stated that "things to talk about in a group" was a problem.¹³

Behavior (or Manners) on Social Occasions, as Parties, Dances, Etc.

"Behavior on social occasions" is a problem area with which 41 or approximately 13 per cent of the 317 advice columns and articles dealt. Specifically, some of the problems were:

- How to start a conversation with boys and their parents
- What to wear and how to act on a church date
- What gifts are appropriate for boy friends, girl friends
- How and when to shake hands
- Who hangs up the telephone first, the boy or the girl
- What rules to follow when making a date for a party
- Can a boy be asked to a party without his steady
- How to show courtesy to older people
- How to behave at a conference or convention
- How to act on a double date

Most of the problems related to behavior on social occasions were concerned either directly or indirectly with boy-girl relationships. Without exception, the advice given was in general agreement with what is offered in the sections of the home economics textbooks dealing with social relationships and dating behavior and in the popular etiquette books. Frequently answers were simply a terse "yes" or "no" with little explanation.

Remmers¹⁴ found that 25 per cent of the young people responding to the Purdue Opinion Poll stated that they were "ill at ease at social affairs." In view of this finding, it does not seem surprising that a number of the teen magazine articles and columns dealt with this or related problems.

Health

Problems related to health were discussed in 16, or approximately five per cent, of the 317 advice columns and articles. Girls asked about having teeth straightened; here the emphasis was probably on personal

¹¹Remmers and Radler, op. cit., p. 85.

¹²Ibid., p. 84.

¹³Ibid., p. 85.

¹⁴Remmers and Radler, Ibid., p. 80.

appearance rather than health per se. Skin problems and problems of weight were also mentioned.

In most cases teens with health problems were advised to seek the advice of a physician. Several inquired about menstrual difficulties and were advised to "cut down on salt intake, follow the rules of good health, and see a physician for severe cramps or a delay of more than two weeks in a menstrual period." In every instance, considerable caution was exercised in relation to the advice given.

In his surveys of teen problems, Remmers¹⁵ found that the teenagers expressed concern about the following problems related to health. It would seem apparent that many of the health problems of teenagers are related to an attractive appearance and to relationships with peers.

<u>Problems</u>	<u>Percent Expressing Concern</u>
Want to gain (or lose) weight	52
Want to get rid of pimples	33
Nervous	27
Teeth need attention	16
Don't get enough sleep	15
Get tired easily	13
Want to know about venereal diseases	13
Have frequent headaches	12
Have frequent colds	12
Can't sleep at night	8
Don't get enough exercise	8
Stomach is easily upset	7
Worry about my health	7
Muscles are poorly developed	6
Sometimes feel faint	6
Have no appetite	4
Don't hear very well	4

Knowing Where to Go for Help with Personal and Vocational Problems

Seventeen, or about five per cent, of the articles and columns were concerned with the problem of "knowing where to go for help with personal and vocational problems." Specific questions dealt with sources of information about the facts of life, problems of illness and the type of occupation for which the teenager was best suited. The answers given were quite general. However, in one instance several booklets that might provide answers to the teenager's questions were listed. It is of interest

¹⁵Remmers and Radler, Ibid., pp. 80-82.

that Remmers,¹⁶ in his studies of teenagers' problems, found that 19 per cent of the boys and 29 per cent of the girls marked as a problem, "want to discuss my personal problems."

Having a "Crush" on an Older Person

Only five of the 317 advice columns or articles dealt with the problem of "having a 'crush' on an older person." Two were concerned with a teenage girl's crush on an "older" popular singer. The teenagers were advised that they were "just going through a phase" and that they should understand that their "dreams would never be fulfilled." One teenager who felt that she was in love with her English teacher was advised simply "to forget him." One article stated that "teenage crushes are normal, but don't indulge too long." "Have 'crush' on older person" was one of the problems listed in the Purdue Opinion Poll¹⁷; four per cent of the boys and 13 per cent of the girls indicated that this was a problem.

Understanding Physical Changes of Puberty

The specific problems in the category, "understanding physical changes of puberty," were: how to deal with premenstrual blues, how to face the unhappy fact that one is a "late-maturer," and how to deal with the feelings aroused by being around members of the opposite sex. In respect to the first problem, teenagers were advised to: see a doctor, occupy themselves, and have a heart-to-heart talk with mother. The youngster concerned about late-maturing was advised to act natural and join groups so she could meet and talk with boys. A teenager who stated that "boys excite me too easily" was advised to be careful but not afraid.

In his studies of teenagers expressed problems, Remmers¹⁸ found that 13 per cent worried about the question, "Am I normal in my sexual development?" Fifteen per cent of the boys and eleven per cent of the girls indicated concern.

A number of the problems in the present study categorized as "health" problems or those of "growing up emotionally" are undoubtedly related to the problem of "understanding the physical changes of puberty." Taken in total, these indicate considerable attention to aspects of physical development in the teen magazines.

¹⁶Remmers and Radler, Ibid., p. 81.

¹⁷Remmers and Radler, Ibid., p. 81.

¹⁸Remmers and Radler, Ibid., p. 85.

Other Problems in the Area of Personal-Social and Emotional Development

"Finding a hobby or other recreational interest" was specifically discussed in only five of the advice columns and articles. However, consideration was given to a number of related problems--planning parties, dating activities, and use of the family television set and the family telephone.

"Daydreaming a great deal" was mentioned in only one article. Therefore, it is of particular interest that Remmers¹⁹ found that 35 per cent of the young people whose problems he studied indicated that "can't help day dreaming" was a problem. Twenty-nine per cent of the boys and 41 per cent of the girls marked this problem. In studying youth from ten to sixteen, Gesell²⁰ found that daydreaming was a common activity, with some sex differences apparent in the later years. Girls tended to daydream about boys and romance, whereas boys were inclined to daydream about cars or to simply "think things over."

Problems in Area of Boy-Girl Relationships; Courtship; Sex; Marriage

In the 317 advice columns and articles in the teen magazines, problems in the areas of boy-girl relationships, courtship, sex, and marriage were mentioned 218 times. In 172 instances, answers to the problems were given. Table 7 shows the problems included in this general category, the number and per cent of articles in which a solution to the problem was suggested, the number and per cent in which the problem was mentioned without a solution, and the number and per cent of the articles in which the problem was not considered.

Meeting and Appealing to Members of the Opposite Sex, Keeping Them Interested, and "What to Do if You Don't Have a Boy Friend (Girl Friend)"

Three of the 52 general problems dealt with in the advice columns and articles were concerned with finding and keeping friends of the opposite sex. These were: meeting and appealing to members of the opposite sex, mentioned in about 16 per cent of the advice materials; keeping members of the opposite sex interested, mentioned in eight per cent of the instances; and what to do if you don't have a boy friend (girl friend), considered in slightly more than one per cent of the articles and columns.

A number of the problems were concerned with what a boy likes in a girl and what a girl likes in a boy. A typical article on this subject

¹⁹Remmers and Radler, Ibid., p. 80.

²⁰Gesell, Ilg, and Ames, Op. cit.

TABLE 7

NUMBER AND PERCENTAGE OF 317 ADVICE COLUMNS AND ARTICLES DEALING
WITH BOY-GIRL RELATIONSHIPS; COURTSHIP; SEX; MARRIAGE

Problems	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Meeting and appealing to members of the opposite sex	45	14.1	7	2.1	265	83.5	317	100
Behavior on dates	23	7.2	9	2.8	285	89.9	317	100
Getting dates	20	6.3	2	.6	295	93.0	317	100
Necking, petting, "making out" on dates	20	6.3	8	2.5	289	91.1	317	100
Keeping members of the opposite sex interested	19	5.9	7	2.2	291	91.7	317	100
Going steady	19	5.9	2	.6	296	93.3	317	100
"Breaking off" with a boyfriend, girlfriend	8	2.5	3	.9	306	96.5	317	100
Getting married	7	2.2	2	.6	308	97.1	317	100
Pre-marital sexual intercourse	3	.9	1	.3	313	98.7	317	100
Blind dates	3	.9	1	.3	313	98.7	317	100
What to do if you don't have a boy-friend, girl-friend	2	.6	2	.6	313	98.7	317	100
"Picking up" members of opposite sex	2	.6	0	0.0	315	99.3	317	100
Dating and religion	1	.3	0	0.0	316	99.6	317	100
Becoming engaged	0	0.0	1	.3	316	99.6	317	100
Quarreling with peers; quarreling with boy (girl) friend	0	0.0	1	.3	316	99.6	317	100

was one in the April, 1963 'Teen magazine. The title was, "What I Look for in a Girl."²¹ This was a follow-up of an article in the November, 1962 issue which was on "What I Look for in a Boy." Both articles consisted primarily of letters from teenagers on the qualities they thought appealing in the opposite sex. Physical traits were given prime consideration.

Following are a few of the questions in this general category that were asked in the advice columns and the answers that were given:

"Should I write to a boy and ask if he likes me?" No, just write friendly casual letters.

"What are the reasons for not being asked on dates?" You may be new in town; he may be unsure of himself; you may be misunderstood--people may mistake shyness for unfriendliness.

"I am good looking, nice, etc. How can I get dates?" Think less about yourself and more about others.

"What do boys dislike in girls?" Giggling, too much make-up, gossiping, loud voice, being a "dead-beat," lack of respect for his pocket book, prying into private affairs, continual talk about clothes, disrespect for adult authority, and making-up in public.

"What do they like?" Girls who are natural, those who enjoy sports, friendliness, conservative dress, sense of humor, good conversationalist, and ability to dance.

"How can I make friends with members of the opposite sex?" You can introduce yourself to people you see every day, as in classes; you can sit next to them in class and at lunch; you can ask them questions.

Remmers found that teenagers expressed concern about this and related problems. Following are two of the problems included in his questionnaires and the per cent of teenagers who marked them as matters of concern:

<u>Problem</u>	<u>Percent Expressing Concern</u>
How to keep boys (girls) interested in me ²²	29
Lack attractiveness for other sex ²³	18

²¹"What I Look for in a Girl," 'Teen, Vol. 7; No. 4, April, 1963, pp. 58-59, 83. Note: This article was not included in those analyzed in the present study.

²²Remmers and Radler, op. cit., p. 83.

²³Ibid., p. 80.

Some specific questions were difficult to categorize. Perhaps most of the problems in the general category of boy-girl relationships, courtship, sex, and marriage were, at least in a general way, related to finding and keeping friends of the opposite sex.

Dating Problems

Several problems mentioned in the advice columns and articles were concerned with dating. These included: behavior on dates; getting dates; necking, petting, "making out" on dates; going steady; blind dates; "picking up" members of the opposite sex and dating and religion. In total, these problems were mentioned 78 times, that is approximately one out of four on the advice columns and articles.

Following are some of the typical questions related to dating problems with the advice that was given:

"What is the proper etiquette for car dating?" Learn how to get into the car gracefully; let the fellow open the door--this depends on the occasion; be careful in the car for the sake of safety; don't neck in the car.

"I gave my boy friend the chicken pox. I am too embarrassed to date when he asks. Will he ever forgive me?" He already has!

"If I am offered a drink on a date, what should I do?" Refuse nicely, because drinking dulls your "say no" power.

"Should a girl tell a boy that she does not like to French kiss?" Yes!

"What are some tips for first dates?" Here are some tips for first and every other date: See yourself for what you are and try to correct your faults; if talking comes hard, ask questions about the other person; do not keep the boy waiting; if you have good manners, you will know what to expect; ladies let boys do things for them; you are not obligated to kiss anyone, but a short good-night kiss is OK.

"How far can a girl go and still be respectable?" She should avoid dates with boys of questionable reputation; she should not go to questionable spots, should not drink on dates; she should do nothing that she is ashamed of.

"How can two people wearing glasses kiss?" By taking them off.

"Should a girl go steady with a boy who only wants to 'make out'?" No, if this is his only interest, he isn't the right boy for you.

Perhaps the term, "making out," that appears in the teen magazines requires some definition. This is a term that has different meanings

in different communities. In some, it refers to kissing and petting. In some communities, teenagers use the term to refer to sexual intercourse. How the term was used in the teen magazines was not always clear.

What is abundantly clear from the questions teenagers sent to the magazines and those marked in the Purdue Opinion Poll is great concern on the part of teens regarding problems related to boy-girl relationships and dating. Following are some of the problems in these areas that Remmers²⁴ found of concern to teenagers:

<u>Problems</u>	<u>Percent Expressing Concern</u>
How do I refuse a date politely?	26
How far should high school students go?	25
Should I go steady?	22
I kiss my date the first time	21
What to do on a date	19
How to break up an affair	19
Should high school students pet and make love?	18
What are good manners on a date?	17
Bashful about asking girls for dates	16, Boys 34
Don't know how to ask for a date	16, Boys 26, Girls 7
Need more correct information about sex	15
Must I neck to be popular?	14
Criticized for dating person of whom others do not approve	9
Not allowed to have dates	7
Conflicting information about sexual matters	7
Criticized for dating (boys) (girls) who are older	6

For the most part, advice given in the magazines was rather superficial in nature. One magazine that dealt with boy-girl and dating problems in a realistic manner and with considerable depth was the "one-shot" publication, Teens--1000 Hints for Teens.²⁵ A pocketbook edition of the same material appeared under the title, On Becoming a Woman.²⁶ One of the editors of this material was Louise Bates Ames of the Gesell Institute of Child Development.

²⁴Remmers and Radler, Ibid., pp. 82-84.

²⁵1000 Hints for Teens, Dell Publishing Co., New York, New York.

²⁶On Becoming a Woman,

Very largely, the teen magazines are addressed to girls. Most of the problems dealt with are considered from the girl's point of view. The November, 1961 issue of The Annals of the American Academy of Political and Social Science²⁷ carried an article on the teen-type magazines; a special editors' appendix was concerned with the effect of the magazines on the teenage girl. The editors stated that:

"...they are edited in a way to protect the girl who is not ready for the advances of boys while at the same time not alienating the girl who is....

"The teen-age magazines recognize that the absence of fixed and rigorously enforced codes puts a terrible burden on the unawakened girl who, though she enjoys the company of boys and wants them to like her, is not ready for their more ardent advances. The magazines' insistence on autonomy, therefore, is meant to furnish the same kind of protection to girls as that once supplied by the mores. For the girls who are ready, they say in effect, 'OK.' But, for those who are not, they say, 'Be yourself.'"

"Breaking Off" With a Boy Friend, Girl Friend

This was another of the boy-girl problems with which the advice columns and articles dealt. About three per cent of the 317 mentioned this problem. Typical of the specific problems included in this general problem area and the advice given were:

"How can one break off painlessly?" Be honest with your steady; let people know that you are still friends; throw a "break-up" party and invite boys and girls in whom both of you are interested.

"We broke up, but now I want him back." Subtle action may win him back.

"How can I get over a break up?" Admit it is over; don't blame yourself for the break-up; get back into circulation; get rid of everything that reminds you of him; don't linger in old hangouts; don't talk about him; don't try to gather information about him.

Getting Married

"Getting married" was discussed in about three per cent of the advice columns and articles. One article listed as reasons why marriages fail:

²⁷Brown, Charles, H., "Self-Portrait: The Teen-Type Magazine," The Annals of the American Academy of Political and Social Science, November, 1961, pp. 20-21.

(1) not being prepared for marriage, (2) being in a rush to get married, (3) adding many new problems, (4) immaturity, and (5) not being ready for grown-up love. The following were suggested as ways to insure a good marriage: (1) both partners should be self-reliant, (2) they should have developed self-confidence before marriage, (3) they should know each other well and have some goals in life, and (4) both partners must be mature.

In an article on why teenagers marry early, the following reasons were given: (1) it's a trend, (2) malice toward parents or someone else, (3) desire to be an adult, (4) escape from an unwanted home situation or from school, and (5) love. They were advised not to marry until they were mature.

Remmers²⁸ reported that teenagers indicated concern about the following problems related to marriage:

<u>Problems</u>	<u>Percent Indicating Concern</u>
What things cause trouble in marriage?	27
Things to consider in selecting a mate?	23
How long should people know each other before marriage?	23
How can I prepare myself for family life?	21
Want to get married soon	6
	Boys 4, Girls 8

The small proportion of problems dealing with marriage discussed in the teen magazines is a matter of some interest--especially in view of the fact that teenagers apparently are concerned about such problems. It is possible that the editors of the teen magazines are subtly working to discourage early marriages. Or, do the magazines have their greatest appeal to the young person who, for some reason or other, is not yet ready to give much thought to the serious business of marriage?

Pre-marital Sexual Intercourse

Approximately only one per cent of the advice columns and articles mentioned "pre-marital sexual intercourse." One article discussed how couples happen to "go this far." A letter in a column was from a girl who said that she gradually gave in to the boy until she had granted him the "ultimate liberty." She stated that the boy suddenly became bored and dropped her, so she wished that she had not had a sexual relationship with him.

As has been stated, the teen magazines may provide a kind of support for the girl who wishes to resist teenage pressures. Emphasis in articles,

²⁸Remmers and Radler, op. cit., p. 152.

and also in the stories in the magazines is given to the sorrow that may result from pre-marital sexual relationships.

Other Problems Relating to Boy-Girl Relationships; Courtship; Sex; and Marriage

Two other problems in this general area were: becoming engaged and quarreling with peers; quarreling with boy (girl) friend. Both were merely mentioned in one article. Neither was among the teenagers' most common problems as given in The American Teenager.

Problems in the Area of Family Living

Table 7 presents the number and percentage of 317 advice columns and articles that gave attention to problems in the area of family living. The number and proportion of problems for which a solution was given and the number and proportion for which no solution was suggested are shown.

Getting Along With Parents

In this general area, the number one problem in terms of the frequency with which it was discussed was "getting along with parents." It ranked third among all of the problems discussed in the teen magazines. Approximately 19 per cent of the advice columns and articles dealt with this problem. Specific problems classified as related to "getting along with parents" included:

- How to deal with strict parents
- Understanding why parents monitor dates
- How much a girl should tell her parents
- How to handle parents when they object to dating practices
- What to do when parents fight constantly
- How to get along with grandparents
- How to make parents understand my point of view
- How to get closer to my mother

In respect to getting along with parents, the advice was generally of this nature: Your parents are still responsible for you, so keep them informed of your activities. Behave in such a way as to earn their respect and trust. Talk over your problems with them.

Remmers and Radler,²⁹ in a chapter titled "The Dilemma of Parents," reported an apparent inconsistency in adolescent attitudes toward parents. They found that nearly a fourth of the teenagers responding in the Purdue Opinion Poll think that parents rarely understand the problems of modern youth. But when teenagers were asked in another study to whom they would go for help with their personal problems, over half said that they would

²⁹ Remmers and Radler, op. cit., p. 88.

TABLE 7

NUMBER AND PERCENTAGE OF 317 ADVICE COLUMNS AND ARTICLES
DEALING WITH FAMILY LIVING IN THE TEENAGERS' MAGAZINES

Problem Areas	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Getting along with parents	48	15.1	12	3.7	257	81.0	317	100
Position in family	2	.6	0	0.0	315	99.3	317	100
What time to get in at night	2	.6	0	0.0	315	99.3	317	100
Using the T.V., radio, or telephone	2	.6	0	0.0	315	99.3	317	100
Feeling ashamed of home or family	2	.6	0	0.0	315	99.3	317	100
Using the family (or own) automobile	1	.3	1	.3	315	99.3	317	100
Finding privacy	1	.3	0	0.0	316	99.6	317	100

go to their parents. The investigators concluded that, "Teenagers desperately want to break away from parental control, yet, at the same time, they feel a strong need for parental guidance."

Other Problems Related to Family Living

Other problems in this general category discussed in the teen magazines included: problems caused by position in family; what time to get in at night; using the TV, radio, or telephone; feeling ashamed of home or family; using the family (or own) automobile; and finding privacy. As may be seen in Table 7, none was mentioned with much frequency.

Two specific problems categorized as dealing with the teenager's position in the family were: "As the youngest child, I get blamed for everything," and "I am the middle child--and I seem to be 'too young' or 'too old' for everything." In both cases, the teenagers were advised to talk over the problem with parents.

Two teenagers, in letters to the editor, complained that they had to leave dances to meet their parents' "curfew." They were advised to ask their parents to extend the curfew on the nights of big dances.

Two articles discussed conflict with parents over the use of the telephone as a teen problem. No conflicts regarding the use of radio or television were reported or discussed. This last is interesting in view of the fact that many teenagers view television rather extensively and some problems in this area might be expected. Rynerson and Cochrane, in a study of teenagers' viewing habits, found that teenagers from higher socioeconomic groups spent 10-20 hours per week before the TV screen and those from lower socioeconomic groups spent almost double that amount of time, 20-29 hours.³⁰

Two teenagers, in letters to the editor, confessed that they were ashamed of the way that their parents dressed. The magazines administered the verbal spankings that were perhaps expected by the teenagers.

"Is it true that today's teens use a car for just about anything except what it was made for--transportation?.... It is a substitute for a bar room, bedroom, and dare-devil roller-coaster!" Thus did one magazine open a discussion on the use of automobiles--a problem area dealt with in two articles. A summary of the advice given is simply: Stop using the car for drinking, necking, and racing!

Only one article discussed "finding privacy" as a teen problem. However, it is of interest that Gesell makes this point about the thirteen-year-old: "...And he often has his door equipped with lock and chain to insure privacy, especially from younger siblings."³¹

Although Remmers and Radler report that teenagers taking part in the Purdue Opinion Polls state that they have a number of problems in regard to getting along with parents, problems similar to the other six dealt with in this section were not reported with a high degree of frequency. They were not among the "teenagers' most common problems" listed in their book on the American teenager.³²

Problems Related to Personal Appearance

The problem ranking second with respect to the frequency with which it was discussed in the teen magazines was "improving personal

³⁰Rynerson, E. and J. Cochrane, "Teachers, Television, and Teen-Agers," Clearing House, 37:207-210, December, 1962.

³¹Gesell, Ilg, and Ames, op. cit., p. 152.

³²Remmers and Radler, op. cit., pp. 80-85.

appearance." Sixty-seven of the articles and columns dealt with it and suggested solutions for the personal appearance problems posed; ten others mentioned it as a problem. A related problem, that of "dressing more attractively," was discussed, with suggested solutions, in four articles and mentioned only in seven others.

TABLE 8

NUMBER AND PERCENTAGE OF 317 ADVICE COLUMNS AND ARTICLES DEALING WITH PERSONAL APPEARANCE IN THE TEENAGERS' MAGAZINES

Problem Areas	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Improving physical appearance	67	21.1	10	3.1	240	75.7	317	100
Dressing more attractively	4	1.2	7	2.2	306	96.5	317	100

Following are some of the specific personal appearance problems dealt with in the teen magazines and the advice that was given:

"Is 16 too old to wear braces on teeth?" No!

"How can I cover ugly pimples?" Use make up to cover them, but be sure you wash it off at night.

"What can one do if she is unpretty?" Concentrate on things you do well. Assess your interests; join clubs that coincide with your interests. Develop your interests and abilities. Believe in yourself.

"What's the best way to care for my hair?" Don't pin it up every night. Get a good permanent. Keep it clean and brush it daily.

"How can I reduce the apparent size of my bust?" Wear loose garments.

"Is a 14-year-old grown-up enough for high heels?" Why not settle for French heels?

"I am too tall. How can I look shorter?" Be proud of your height and stand tall. Wear low heels.

"Can you help a girl who is both too tall and too broad?" Exercise where you are broad; wear a good girdle; wear low heels; wear dresses or separates of one color; emphasize your good points.

"I have blackheads and blemishes--what can I do?" See a dermatologist. For self help, wash your skin frequently and avoid using cream or oils on your face. Don't squeeze blemishes. Your diet is important.

"How can I get an even suntan?" Use a protective lotion. Gradually increase the time in the sun; don't let yourself get burned.

"How can I get rid of a 'tummy paunch'?" Exercise abdominal muscles. Hold your stomach in and stand straight.

"How can I keep up my morale when dieting?" Don't talk about your diet. Don't get discouraged if you slip once in a while. Take one day at a time. Eat slowly and eat only low calorie foods.

And so on and on. Many of the problems were concerned with skin difficulties and weight. A number had to do with make-up and hair styles. Even a cursory examination of the teen magazines impresses one with the extent to which they deal with problems of personal appearance.

In reporting on teenagers' most common problems in The American Teenager, Remmers and Radler state that the following problems related to personal appearance were checked as matters of concern by the percentages of boys and girls indicated.³³ It may be recalled that these findings were based on a sample of 1225 high school boys and 1275 high school girls.

<u>Problem</u>	<u>Percent Expressing Concern</u>	
	<u>Boys</u>	<u>Girls</u>
Want to gain (or lose) weight	49	56
Concerned about improving my figure	7	41
Want to improve my posture and body build	42	33
Want to get rid of pimples	33	33
My nose is ugly	6	10

A number of other common teen problems reported by Remmers and Radler were related to personal attractiveness. These were concerned

³³Remmers and Radler, op. cit., pp. 81-84.

with such matters as bad breath, body odors, teeth needing attention, and abilities to make and keep friends. There appears to be remarkable similarity between the personal appearance problems dealt with in the teen magazines and those that teenagers say they have when questioned.

With respect to "dressing more attractively," several teenagers wrote to the editors of the teen magazines to inquire about appropriate dress for various occasions. One young person was advised:

Supply yourself with basic clothes and accessories to change
their appearance
Each date does not require a new wardrobe
Practice perfect grooming and wear what is appropriate for
the occasion
Save shorts and slacks for sports wear
Wear comfortable clothes that express your personality
Wear clothes that go together
Have clothes laid out before date time.

Sometimes the quite general advice was supplemented with pictures to illustrate the points. Acceptable dress for various teenage social occasions might be inferred from the illustrations and advertisements in certain of the teen magazines, notably Seventeen.

Problems in Area of Planning for the Future

Four problems dealt with in the teen magazines were categorized as concerned with planning for the future. These were: deciding on an occupation; military service; information on schools and careers; and living alone in a large city. Table 9 shows the number and percentage of the 317 advice columns and articles dealing with each of these problems.

Military Service

The problem in this category most frequently mentioned in the advice columns and articles of the teen magazines was "military service." For the most part, the specific problem was posed by the girl and concerned her question as to whether to date other boys while her "man" was in service. In general, the advice given was of this nature: Remember him but have fun with others. Don't tie yourself to one boy just yet.

Information on Schools and Careers and Deciding on an Occupation

Fourteen of the advice articles and columns dealt with problems related to "information on schools and careers," four with "deciding on an occupation." Some of the specific problems and the advice were:

"Should girls go to college? Is it just wasted on them?" Yes, they should go and no, the college education is not "wasted."

"I want to become an artist, but my family laughs at me." Go ahead and draw and paint. If you are good enough, you can have a career in art.

TABLE 9

NUMBER AND PERCENTAGE OF 317 ADVICE COLUMNS AND ARTICLES DEALING
WITH PLANNING FOR THE FUTURE IN THE TEENAGERS' MAGAZINES

Problem Areas	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Military service	15	4.7	3	.9	299	94.4	317	100
Information on schools and careers	14	4.4	0	0.0	303	95.5	317	100
Deciding on an occupation	2	.6	2	.6	313	98.7	317	100
Living alone in a large city	1	.3	0	0.0	316	99.6	317	100

"How can I become a 'star'?" It takes a lot--talent, desire, hard work, and luck!

"How should I go about looking for a job?" Advertise--let people know what you can do. Look in the want ads; visit the local offices of the various employment services; make application in the personnel departments of large companies.

"What does it take to have a career in counseling?" You must first like people. You might volunteer for work in a mental hospital; you might baby sit, assist at a playground, or work as a camp counselor. You should also collect information on the different counseling careers, as "counseling" is a broad area covering several types of counseling positions.

"Tell me about the University of M_____, as I am considering going there." It has four campuses, a friendly atmosphere, and a large enrollment. To compete for admittance, you will need a high level of academic aptitude, costs range from \$1200-\$1800 a year. Scholarships are available if you can qualify. Campus dress is simple.

Through his Purdue Opinion Poll, Remmers found that:

"On the problem check list, from 40 to 50 per cent of all students check items which reveal concern with the future. More than half want to know for what work they are best suited.

Fifty-nine per cent wonder how much ability they actually have. Forty-two per cent don't really know their own interests and the same number have no idea what career to pursue."³⁴

It appears that, with respect to problems of planning for the future, the teen magazines may not give a true reflection of the concerns of youth. Or, since the teen magazines seem to appeal to younger teens, perhaps one should not expect as much on schools and careers as one might look for in publications for older youth.

Living Alone in a Large City

The problem of "living alone in a large city" was discussed in only one article. The specific problem was concerned with finding a place to live in New York City. The young woman who asked the question was advised to plan on sharing an apartment; it was suggested that she check the lists of "apartments to share" in the New York Sunday papers. She was advised to answer ads by air mail or special delivery and to send a deposit if she wanted a particular apartment. Suggestions were also given for entertainment and transportation in New York. In order to make friends, she was advised to go to church and to have lunch with the girls in her office or other place of business.

Problems Related to Personal Standards

Table 10 shows the number and percentage of the 317 advice columns and articles dealing with and those not mentioning problems in the area of personal standards. The number and proportion of problems for which a solution is given and the number and proportion for which no solution is given are also presented.

Observing Safety Rules

Only four articles dealt with the problem of "observing safety rules." Three had to do with safety in driving and one with protection against sexual assault. "Rules for safe driving" given in one article were:

- Don't ever crowd the car
- Keep noise at a minimum
- Don't try to stunt drive
- Don't exceed the speed limit
- Don't drive if you are angry
- Don't nag the driver

Another article listed these "rules for protection against sexual assault": Stay at a safe distance from strangers. Don't go on a blind date unless the person is recommended by friends. When you go on an outing, stay with the group. Don't go around half-dressed and dress sensibly.

³⁴Remmers and Radler, op. cit. p. 141.

TABLE 10

NUMBER AND PERCENTAGE OF 317 ADVICE COLUMNS
AND ARTICLES DEALING WITH PERSONAL STANDARDS

Problem Areas	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Observing safety rules	4	1.2	0	0.0	313	98.7	317	100
Drinking	3	.9	2	.6	312	98.4	317	100
Smoking	3	.9	0	0.0	314	99.0	317	100
Lying to parents or others; stealing	3	.9	0	0.0	314	99.0	317	100
Cheating in school	3	.9	0	0.0	314	99.0	317	100
Getting a bad reputation	3	.9	2	.6	312	98.4	317	100
Improving status	2	.6	1	.3	314	99.0	317	100
Taking habit-forming drugs	1	.3	1	.3	315	99.3	317	100
Religion	0	0.0	1	.3	316	99.6	317	100
Punishment by parents, teachers, or others	0	0.0	1	.3	316	99.6	317	100

Drinking and Smoking

In respect to drinking and smoking, a few articles dealt with the dangers to health and with the possibility of forming undesirable habits. Social pressures to drink and smoke were given as problems by a number of the students responding to the Purdue Opinion Polls. One high school senior wrote:

"...the **problem** of smoking and drinking often comes up. It's hard for a teenager to say, 'I don't care to' when all the rest of the gang are saying, 'Ah, come on.'"³⁵

Lying to Parents or Others; Stealing

Three specific problems related to lying and stealing were dealt with in the teen magazines. These, with the advice given, are as follows:

"I lied to a boy about my age. What can I do?" Tell him the truth and don't lie about this in the future.

"I lied to this boy but now I like him and I am sorry." Tell him the truth even if it is a little late.

"I stole a watch. Now, I regret it and I don't know what to do about it." Return it to the owner and talk the matter over with your parents.

Cheating in School

Only three articles dealt with the problem of cheating in school. Teenagers were advised that their future is dependent upon what they gain from school now and that they cheat themselves by cheating in school. To prevent cheating, they were advised to:

Initiate student council action if cheating is a school problem.
Start a student-run tutoring service to help people having difficulties in school.

Make a personal re-evaluation of your goals if this is a problem for you.

Getting a Bad Reputation

Five articles and columns dealt with the problem of getting a bad reputation. Teenagers, writing to the editors, expressed concern about their own reputations and those of young people whom they were dating. They were advised to behave in ladylike and gentlemanly ways and not to pay too much attention to what others say!

³⁵ Remmers and Radler, op. cit., p. 253.

Improving Status

Three articles were concerned with improving personal status. Teenagers were advised to learn and grow through: going to summer school; getting a part-time job; listening to new records; learning a new language; learning to play a musical instrument; and learning to type.

Other Problems Related to Personal Standards

The dangers of taking habit-forming drugs was discussed in one article and merely mentioned in another. Problems related to "religion" and "punishment by parents, teachers, or others" were each referred to in one article.

Although the teen magazines give very little attention to problems of religion, Remmers found considerable concern about religious problems on the part of teenagers.³⁶ He found the following problems of concern to the percentage of teenagers indicated:

<u>Problem</u>	<u>Percent Expressing Concern</u>
Confused in my religious beliefs	10
Bothered by thoughts of heaven and hell	12
Conflict between the Bible and my school subjects	7
Not living up to my religion	22
Searching for something to believe in	5
Standards of "Right" and "Wrong"	19

Although the particular problems categorized as related to personal standards were not mentioned with great frequency in the teen magazines, one had the feeling, when they were discussed, that they were matters of intense concern. Several problems categorized as more directly related to "personal-social and emotional development" and "boy-girl relationships; courtship; sex and marriage" certainly have a peripheral, if not a direct, relationship to developing and maintaining personal standards. Hence, concern about the whole area of personal standards is probably reflected to a far greater extent in teen magazines than Table 10 would seem to suggest.

Problems Related to Employment

The extent to which problems related to employment were discussed in the advice columns and articles of the teen magazines is shown in Table 11. Only seven of the articles and columns gave consideration to: behavior on the job and ways to earn and handle money.

³⁶Remmers and Radler, op. cit., p. 166.

TABLE 11

NUMBER AND PERCENTAGE OF ADVICE COLUMNS AND ARTICLES DEALING
WITH EMPLOYMENT IN THE TEENAGERS' MAGAZINES

Problem Areas	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	N	%	N	%	N	%	N	%
Behavior on job	4	1.2	0	0.0	313	98.7	317	100
Ways to earn and handle money	3	.9	0	0.0	314	99.0	317	100

Behavior on the Job

It is interesting that all of the specific problems related to behavior on the job were concerned with babysitting. Following are the problems and the advice given:

"Should a girl clean house while babysitting?" No, this should not be expected.

"How can I quit babysitting with a 12-year old who wants to play post office?" Let his folks see that he is not a baby anymore.

"What are the do's and don't's for babysitters?" Don't eat unless your employer says that you may. Use the TV and books, but not the Hi-Fi. Place baby's interests first. Do not have guests.

"What are some guides for babysitters to follow?" The job comes first. Look in occasionally while baby is sleeping. Learn what his crying means. Be calm. Be well rested when you go to babysit. Talk over the children's routines with the mother. Help children do things for themselves. At mealtime, devote your full time to the children. Don't entertain your friends when you are on the job. Write down necessary phone numbers.

Ways to Earn and Handle Money

One specific problem related to earning and handling money was concerned with getting babysitting jobs. Two others had to do with "stretching my allowance." A few rather obvious suggestions for budgeting personal income were given.

Of interest is the fact that, in discussing "Money and Work" in relation to development in the years 10-16, Gesell reports babysitting as a usual or favored occupation at almost every level. He states that, by 13, many boys as well as girls have steady babysitting jobs.³⁷

Problems Related to School

Table 12 shows the extent to which two problem areas related to school were given consideration in the advice columns and articles of the teen magazines. These problem areas are: achieving scholastically or obtaining a scholarship and having difficulties with teachers or school administrators.

TABLE 12

NUMBER AND PERCENTAGE OF ADVICE COLUMNS AND ARTICLES DEALING
WITH SCHOOL PROBLEMS IN THE TEENAGERS' MAGAZINE

Problem Areas	Solution to Problem Given		Problem Mentioned; No Solution		Problem Not Mentioned		Totals	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Achieving scholastically or obtaining a scholarship	1	.3	3	.9	313	98.7	317	100
Having difficulties with teachers or school administrators	1	.3	2	.6	314	99.0	317	100

Achieving Scholastically or Obtaining a Scholarship

Only one article gave much consideration to achieving scholastically. A number of suggestions were given; these included:

- Plan a study schedule
- Arrange efficient study conditions
- Study for short intervals
- Use study halls to begin assignments and to review
- Choose a seat close to the front and pay attention
- Ask questions in class
- Make notes meaningful

³⁷Gesell, Ilg, and Ames, op. cit., pp. 324-328.

Review class and reading notes
 Keep tests for review
 Alternate study of various subjects
 For best results--see it, say it, hear it, write it
 Do all class assignments
 Review for a week in advance of a big test
 Find out what kind of test you will have and prepare for it
 Sleep well before an exam
 Give yourself plenty of time to get to the exam
 When taking a test, read directions and test carefully before
 and after you finish
 Work just a little harder than you want to

Having Difficulties with Teachers or School Administrators

One article dealt with the problem of "having difficulties with teachers or school administrators"; it was mentioned only as a problem in two other articles. The first suggested that, if having trouble with a school official, one should:

State his case clearly
 Avoid placing the blame on school
 Take the "chip" off his shoulder
 Accept responsibility for his own actions

Authorship of Advice Columns and Articles in the Teen Magazines

Who writes the advice material in the teen magazines? In order to gain some notion of the qualifications of the writers, analysts were asked to indicate whether the author of each of the 317 columns was (1) a well-known person, but not known as an authority in the field in which advice was given, (2) a well-known authority in the field in which advice was given, (3) unknown to the analysts, or (4) whether no author was given.

In over half the cases (52 per cent) no author's name was given. The analysts indicated that 2.52 per cent of the articles and columns were authored by well-known personalities who were not generally known to have any special qualifications for giving advice in the areas in which they wrote. Written by known authorities in the fields in which advice was given were 5.68 per cent. Unknown to the analysts were the authors of 39.75 per cent.

The analysts attempted to ascertain the qualifications of unknown authors through library research. These attempts were not fruitful.

A letter was sent to the editors of each teen magazine in the study requesting information about the authors. Replies were received from seven or 28 per cent of the 25 magazines included in the study. Of the seven, only five provided any significant information.

The managing editor of one popular magazine for younger girls stated that the material that appears in the magazine comes from free-lance writers, few of whom she has ever met personally. She added that she buys the article if she likes it and it is suited to the age group to which the magazine caters.

The editor and publisher of another magazine for girls stated that a number of the articles in the publication are written by specialists in various fields. He named a psychologist, a family relations specialist, a dentist, and a dermatologist as authors of articles that had appeared in the magazine. He named the psychologist and the family relations specialist as consultants who check the work of free-lance writers where there is some question about the material. The family relations specialist was known to the investigator and the analysts as a reputable authority in the field. This publisher attached to his letter copies of five letters praising the quality of the magazine and the ethical standards maintained. Letters were from high school guidance counselors, a church leader, a professor of family life education, and a professor of education.

Another editor stated that her publication aimed at giving advice through the actual experiences of young screen stars rather than through specialists in the "teenage advice field." She stated that if the material seemed to require professional approval, as in the case of a special diet, qualified people were consulted.

One of the teen magazines sent a "biography" of the magazine and of the editor. According to the biography, the magazine originated on a high school campus in California. It was launched by the present editor, who, at that time was in his fourth and last year of high school teaching. He felt that the publication met a need for expression of the teenagers' point of view and for a medium for exchange of ideas and ideals. Two years later, in 1956, this magazine was taken over by a publishing company and given national distribution. The biography of the editor, written in 1961, states that:

"(the)...entire staff is college-trained--holding BA degrees and secondary teaching credentials--and most contributors are college graduates with professional background and experience in this chosen work."³⁸

The publisher of a magazine on beauty and charm gave some information on two of the contributors to the advice materials in the publication. One is a well-known public servant; the other was described as owner and operator of three modeling schools. The publisher made a point that his efforts were directed toward making the magazine a high quality and decent publication for young ladies.

One correspondent stated that the advice materials in the magazine she edits are checked by a family counselor and educator who holds a

³⁸Biography, Charles Laufer, Editor, 'Teen Magazine, November, 1961.

Ph.D. degree. She stated that unsigned articles were written by staff members or "qualified writers."

Although there are variations among the magazines with respect to the qualifications of the advice writers, in general it appears that a small proportion are recognized specialists or authorities in the field in which they give advice. One word of caution might be stated in relation to the appearance of the magazine. This alone did not appear to be a guide to quality of the contents. One of the analysts, who had done considerable work in the area of human relationships, expressed surprise at what she rated as the high quality of the contents of a particularly "pulpy"-looking publication. In fine print, she found the name of the editor--a recognized and respected specialist in the area of child development!

Advice in the Teen Magazines--June and July, 1964

On June 15, 1964, a collection was made of all the teen magazines available at the Champaign-Urbana, Illinois, News Agency and the largest drugstores in both cities. Following is a brief report of the magazines, the advice materials carried in each and the problems discussed.

<u>Magazine</u>	<u>Advice Columns and Articles</u>	<u>Problems</u>
CALLING ALL GIRLS Vol. XI, No. 102 July, 1964	Sears, Betty, "Big Brother-Big Pest" pp. 64-68	How to get along with brother
DATEBOOK Vol, 4, No. 10, Spring, 1964	"Plan Your Own Vacation Now." pp. 9-15	Ideas for vaca- tions
	"20 Cool Things To Do on a Date," pp. 26-27	Things to do on dates--ther than necking
	"Give Yourself a Beatle Bob," pp. 32-33	How to be the "first in your crowd to sport this hair style"
	"Kiki's Kookie Beatle Look," pp. 34-35	How to "look like a chic, but slightly beat, beatle"
	Weiser, Morton, "Jobs With the Airlines," pp. 42-43+	Jobs available with airlines
	Unger, Arthur, "The Case of the Hideous Chair," or How to Make Your Parents Love You Less and Resent You More," pp. 44-45+	Understanding parents and com- municating with them--What to do

		"if the gap between you and your parents seems to be widening"
	"Datelines Content," p. 51	"Should a girl ever date the ex-steady of her best girlfriend?"
	Arden, Ann, "Beauty Bar--The Story of the Smooth-As Satin Skin," p. 57+	What to do about acne (advice via a case situation)
	Johnston, Pat, "How Did You Cope With It?" p. 59	"You're doubling with another couple and you're the only one with a midnight curfew, although you haven't admitted it. At 11:30 they all decide to go for a hamburger. What did you do?"
DIG, Vol. 11, No. 4, July, 1964	Kagle, Ernest L., "Down With Teenage Drivers," pp. 12-13	Rules for safe driving (treated facetiously)
FIFTEEN July, 1964	Chamberlain, Dick (entertainment personality), "Dr. Kildare's Dating Tips," p. 35	The "lowdown on how to keep the guy you flip for"
	Anderson, Michael (entertainment personality), "15 Things You Should Know About Boys," pp. 44-45	Problems a teenage boy has--to help give girls "an insight into the feelings of...boys"
FOR TEENS ONLY, Vol. 2, No. 6, July, 1964	"Your Secret Emotions," pp. 8-9+	Growing up emotionally --moodiness and oversensitiveness, fear of failing, excessive crying, day-dreaming
	"How to Attract the Boy You Can't Get--Yet!" pp. 16-17	How to attract a particular boy
	Funicello, Annette, and Paul Peterson (entertainment personalities), "Our Party Ideas Are Ideal for You," pp. 20-23+	How to plan a successful party

"Crystal Ball Quiz: Can You Predict Your Own Future," pp. 24-25+

Questions to help you decide what your future will be like. "This... quiz will help you look ahead to the woman you'll someday be--and it'll give you some exclusive hints on how to get there!"

"How to Get Ready for a Fascinating Summer," pp. 30-31

How to have fun this summer--and how to improve your figure

"The Male Point of View Points a Finger at You," pp. 36-37

What boys don't like in the party behavior and dress of girls

"Eye-Catching Eye Makeup Secrets to Make You Party Pretty," pp. 46-47+

How to apply eye make-up

INGENUE
Vol, 6, No. 6,
June, 1964

Ross, Margaret, "Let's Talk It Over," p. 26+

Meeting boys in the summertime--and relationships with old friends

"Get It On Tape," p. 28

Uses for a tape recorder--as study aid, for fun, as a hobby

Waller, Kim, "The Latest in Teen Summer Jobs" p. 37+

Idea for summer jobs for teens

"The Truth About Teen-Age Divorce," p. 43+

Problems of teen marriage and divorce

"Famous Fathers Write Their Teen-Age Daughters," pp. 50-51

Letters of advice to teen daughters from William James, F. Scott Fitzgerald, Jawaharlal Nehru, and Ogden Nash

Slattery, William (age 16) "If He's a Rat, There's a Reason," p. 62+

Why boys act the way they do

"Lipstick is Back," p. 72

Selecting and using lipstick

SEVENTEEN Vol. 23, No. 6, June, 1964	Haupt, Enid, "Traveling by Car," An excerpt from "The Seventeen Book of Etiquette and Entertaining," by Enid Haupt	Etiquette when traveling by car
	Hawkes, Joan, "Looking Ahead to College and Careers," pp. 57-59	Choosing a college and choosing a career
	"Take a Fashion Lesson," p. 62	Correct dress for visiting the World's Fair
	"Teen Travel Talk," p. 72	How to get around New York
	"Dear Beauty Editor," p. 74+	Beauty problems-- particularly those peculiar to the summertime
	"You Get Trimmer Every Day," pp. 104-105	Exercising to improve the figure
	"Beauty Roundup," pp. 106-107	Summer grooming guides
	"Q--Am I Really in Love," p. 137+	How to tell whether you are really in love
	"Dieters' Clipboard," p. 156	"Beachy fashion" (That minimize size) and "hunger passions" (food for dieters)
16 MAGAZINE Vol. 6, No. 2 July, 1964	Francis, Connie (entertainment personality), "Connie Tells You, 'What Boys Want From Girls,'" p. 29	What boys like in a girl
TEEN WORLD Vol. 7, No. 2, August, 1964	"Your Popularity Begins Here... and Never Ends!" pp. 10-11+	Meaning of popu- larity--and three rules for being popular
'TEEN Vol. 8, No. 7, July, 1964	Miller, Jill, "Dear Jill," pp. 20-21+	For the most part, the letters to Jill deal with problems of girl-boy rela- tionships, personal appearance, and relationships with parents

"Dear Beauty Editor," pp. 36-37	Beauty and grooming problems
Becky Lynne, "Summer Romances," pp. 48-49 ⁺	Problems related to summer romances

Examination of the advice materials in these ten magazines leads to an impression that the nature of the problems dealt with and the advice given in teen magazines are very much as they were when this study was begun. The magazines treat problems of growing up emotionally, personal appearance, family and social relationships--and, to a lesser extent, school and work. They are primarily written for girls. Many of the articles are unsigned; some are purportedly written by entertainment personalities; a few may be written by specialists in the field in which advice is given.

The problems of teenage divorce were not discussed in the magazines analyzed in the major part of this study. This was an interesting new area of concern in the teen publications. The article dealing with it was rather lengthy and made use of several case situations. Emphasis was placed on the tragedies that result from teenage divorces.

Conclusions and General Assessment of Advice in the Teen Magazines

What conclusions might be drawn from the content analyses of the advice materials in the teen magazines and the related investigations?

Conclusions

1. The teen magazines appear to mirror to a rather remarkable degree the recognized problems of teenagers as they have been ascertained through at least one extensive study of teen problems.
2. Problems related to growing up emotionally, personal appearance, getting along with parents, boy-girl relationships, and improving personality predominate in the content of the advice materials in the teen magazines.
3. Problems dealt with are highly personal in nature. With few exceptions, broader social concerns are ignored.
4. For the most part, advice is in terms of socially-approved norms. Support is given the girl who wants to conform to these standards. Some of the advice appears to be "middle-of-the-road" in nature--a kind of compromise between what parents and teachers might like to see and what the teenager wants to do--with some edge given the "parental point of view."
5. Most of the advice is directed toward the teenage girl, who may be more concerned than the teenage boy with the problems of personal and social relationships treated in the magazines.

6. Advice materials are rather heavily concentrated in a few magazines--notably, Datebook, Ingenue, Seventeen, 'Teen, and Teen World. A "one-shot" magazine, 1000 Hints for Teens, carried 22 advice articles.
7. Advice to teenagers is given in the teen magazines through articles on one or more selected problems and through the medium of the "letters to the editor" column--with questions and brief, pointed answers.
8. It is difficult to ascertain authorship of many of the advice articles. Frequently no author is given or the name may be given but no information about the person supplied. Rarely are his qualifications for giving advice stated. Some advice articles are purportedly authored by entertainment personalities. Almost without exception, these are teen idols. In a few instances, advice materials are written by known authorities in such fields as human relationships, health, etc.
9. Subtleties in the teen magazines are almost nonexistent. Meaning is not subject to various interpretations, but is clearly manifest.

A General Assessment

A net effect of the teen magazines, that is, of their very existence, and of some of the content, may be one of deepening and widening the chasm between the world of the adult and that of the "teen subculture." A title such as "Are Your Parents Jealous of You?" and the Mother Trask column (why Mother?) in Dig give one pause! On the other hand, an occasional rare article, such as "The Case of the Hideous Chair"³⁹ in the Spring, 1964 Datebook aims directly at developing increased understanding of parents and their feelings as children grow up. The author, also editor of the publication, writes in a brief foreword to the article, "If the gap between you and your parents seems to be widening, read this article now."

A common criticism of the advice dispensed via the mass media is that it is necessarily impersonal and very general--whereas the problems identified may be highly personal and specific. The criticism might be made of the advice in the teen magazines. Problems are rarely dealt with in any depth. The "ifs," "buts," "maybes," and "it depends" have little place in such writings, but are certainly an integral part of the solutions of most personal problems. Even if the writer were so inclined, he can seldom deal with these within the limitations imposed by lack of intimate knowledge of the questioner, perhaps his own lacks in terms of preparation for dealing with such problems, the techniques of dealing with questions dictated by the form in which the advice is given--not to mention the limitations of space and time.

³⁹Unger, Arthur, "The Case of the Hideous Chair," Datebook, Vol. 4, No. 10, Spring, 1964, pp. 44-45+.

That there are both positive and negative aspects of the advice materials in the teen magazines is obvious. On the one hand, they may serve to help some young people who lack other resources--or who are unaware of the resources available to them. They may serve as support for some youngsters who feel a need of authority and support for certain modes of behavior and fail to find them in their own lives.

Initially, the investigator's concern about the teen magazines was sparked when her thirteen-year-old niece returned from the drugstore with a copy of a teen magazine rather than the expected ice cream cone. Examining one issue, she became concerned about the nature of the contents and their possible effects. Now, having examined over a hundred teen magazines, her areas of concern have shifted somewhat. Generally speaking, the nature of the problems and advice given does not seem a cause for alarm! As has been stated, the problems are the ones that one might expect to find discussed--in view of the research on teenagers' problems. If followed, the advice would lead to conformity with generally-accepted standards of ethical, moral, and socially-approved behavior. That broader problems of social concern are generally ignored may be a matter for concern. The quality of the writing and art work in certain of the magazines is not high. The fostering of adulation of teen idols of the entertainment world is questionable.⁴⁰ And, in some publications, what appears to be a rather direct attempt to line up with the teenager against adult society, to say, in effect, "We are your friends even if adults are against you" may be the greatest cause for concern. However, it is fairly certain that some would argue that this contributes to a feeling of identity for some youth as they struggle to gain independence.

Grace and Fred M. Hechinger in Teen-Age Tyranny decry the rule-book approach to socio-ethical problems followed in advice materials in the mass media. They state that, "Instead of admitting that surface symptoms are the result of more basic causes, society laboriously pens a manual."⁴¹ They continue with expression of concern for the emphasis upon appearance, charm, and popularity in teen culture and the advice materials and the suggested means of achieving these:

"A girl uses her appearance, her charm, or her 'favors' as currency to bargain for desirable dates which, in turn, are legal tender in the exchange of popularity.... The standard question in the advice books is, 'Should I let him kiss me good-night on our first date?' Most books answer in the negative, but leave leeway for exceptions. A standard caution in teen-age advice literature is that, if the boy 'gets' his kiss on the first date, he may assume that many

⁴⁰Of the ten teen magazines of Spring, 1964 reviewed in this study, six carried pictures of the Beatles on the cover. Twenty-seven features about them appeared in the ten publications. This, in addition to advertisements of their records and several full-page photographs.

⁴¹Hechinger, Grace and Fred M., Teen-Age Tyranny, Fawcett Publications, Inc., Greenwich, Conn., 1962, p. 51.

other boys have been just as easily compensated. In other words, the rule book advises mainly that the popularity assets should be protected against deflation. Such considerations as maturity, ethics, affection, love (or even passion and infatuation) do not enter the picture; it turns almost entirely on the rational, if not outright commercial, consideration of popularity purchase.⁴²

Thus have the Hechingers stated a final area of concern shared by the investigator!

Recommendations

In order to develop increased understanding of teenagers, a knowledge of the material aspects of "teen culture" would certainly be of help and interest. The teen magazine is a part of the material world of many teenagers. Therefore, it is recommended that those who work with young people have some knowledge of the teen publications and their contents.

The investigator, speaking to a group of high school teachers on the teen magazines, discovered that most of the magazines were completely unknown to the group. One teacher said that she was sure her students never read them. A week later, the investigator received a post card with this message, "Yes, they do. I made a survey this week and was I surprised!"

Perhaps the magazines are almost unknown to some young people. Perhaps some groups have a heavy exposure. Research on the readership of these and other publications would appear to be of interest in considering what students may be open to the possible effects of the magazines.

Other questions that might suggest areas of research include:

1. How do teenagers use the advice materials in the magazines? What is their influence, if any, on teenage behavior?
2. What are the characteristics of the teenagers who use these materials? With respect such factors as age, socio-economic level, academic ability, interests, social and emotional needs?
3. What do the publishers and editors of the teen magazines view as their objectives and responsibilities with respect to the advice content of the magazines?
4. How do parents view these materials?

These are only a few of the questions that might open new avenues of inquiry in relation to the advice in the teen magazines and of the youth toward whom they are directed.

⁴²

Ibid., p. 51.

Barton, Ter1, "Date-Lines," Datebook, February, 1961, p. 7.

Biography, Charles Laufer, Editor, 'Teen Magazine, November, 1961.

Brown, Charles H., "Self-Portrait: The Teen-Type Magazine," The Annals of the American Academy of Political and Social Science, Vol. 338, November, 1961.

Gesell, Arnold; Ilg, Frances L.; and Ames, Louise Bates, Youth, The Years from Ten to Sixteen, Harper and Brothers, New York, New York, 1956.

Hearn, Barbara, "Barbara's Corner," 16 Magazine, February, 1961, pp. 58-59.

Hechinger, Grace, and Fred M., Teen-Age Tyranny, Fawcett Publications, Inc., Greenwich, Conn., 1962, p. 51.

1000 Hints for Teens, Dell Publishing Co., Inc., New York, New York.

Paul, Patricia, "Problems," Dig., June, 1961, p. 58.

Remmers, H. H., and D. H. Radler, The American Teenager, Bobbs Merrill, New York, New York, 1957.

Rynerson, E. and J. Cochrane, "Teachers, Television, and Teen-Agers," Clearing House, 37:207-210, December, 1962.

Unger, Arthur, "The Case of the Hideous Chair," Datebook, Vol. 4, No. 10, Spring, 1964, pp. 44-45⁺.

APPENDIX

Exhibit A

Form C -- Advice Columns and Articles in the Teen Magazines

Top of form: A. Write in your (analyst's) name.

B. Write in date of filling out form.

1. Write in space: title of article or column.
2. Write in space: author, if any is given.
3. Write in parentheses the number of the magazine as given in the following list:

- | | |
|-----------------------|---------------------------|
| (1) Calling All Girls | (14) Teens Today |
| (2) Datebook | (15) Teen World |
| (3) Dig | (16) Teenville |
| (4) Flip | (17) Mad* |
| (5) Ingenue | (18) Hollywood Teen-Agers |
| (6) Juke Box Stars | (19) Modern Teen |
| (7) Popular Teen | (20) Teen Romances |
| (8) Record Hop Stars | (21) Teen Screen |
| (9) Seventeen | (22) Movie Teen |
| (10) 16 Magazine | (23) Young and Beautiful |
| (11) 'Teen | (24) Teens |
| (12) Teen Digest | (25) My Bandstand Buddies |
| (13) Teen Parade | (26) Teenews |

4. Write in parentheses the date of publication.

- 5.-51. What problem or problems are dealt with in the article or column? Consider each of the following problems or problem areas. Mark corresponding numbers in this way: Place a 1 beside the number if the problem definitely is dealt with and advice is given for its solution. Place a 2 beside the number if the problem is only mentioned or suggested and no solution is given. Leave the space blank if the problem definitely is not dealt with.

- (5) Improving physical appearance
- (6) Dressing more attractively
- (7) Improving personality, becoming more popular, more charming, or more interesting
- (8) Meeting and appealing to members of the opposite sex
- (9) Getting dates
- (10) Behavior on dates
- (11) Keeping members of the opposite sex interested
- (12) Necking, petting, "making out" on dates
- (13) Pre-marital sexual intercourse

*Later dropped from study as not a typical teen magazine.

- (14) "Picking up" members of the opposite sex
- (15) Going steady
- (16) What to do if you don't have a boy friend (girl friend)
- (17) Behavior (or manners) on social occasions, as parties, dances, etc.
- (18) Blind dates
- (19) Drinking
- (20) Smoking
- (21) Taking habit-forming drugs
- (22) "Breaking off" with a boy friend (girl friend)
- (23) Controlling emotions and growing up emotionally
- (24) Getting along with parents
- (25) What time to get in at night
- (26) Using the family (or own) automobile
- (27) Using the TV, radio set, or telephone
- (28) Lying to parents or others; stealing
- (29) Cheating in school
- (30) Having a "crush" on an older person
- (31) Day dreaming a great deal
- (32) Achieving scholastically or obtaining a scholarship
- (33) Deciding on an occupation
- (34) Having difficulties with teachers or school administrators
- (35) Finding a hobby or other recreational interest
- (36) Getting a bad reputation and getting rid of a bad reputation
- (37) Knowing where to go for help with personal and vocational problems
- (38) Military service
- (39) Feeling ashamed of home or family
- (40) Becoming engaged
- (41) Getting married
- (42) Finding privacy
- (43) Gaining more freedom
- (44) Punishment by parents, teachers, or other adults
- (45) Dating and religion
- (46) Quarreling with peers; quarreling with boy (girl) friend
- (47) Health
- (48) Religion
- (49) Improving status and self
- (50) Observing safety rules
- (51) Other; explain
- (52) Behavior on job
- (53) Ways to earn money
- (54) Information on schools, careers, and jobs
- (55) Problems caused by position in family
- (56) How to improve study habits
- (57) Living alone in a large city
- (58) Understanding physical changes of puberty
- (59) Inter-faith dating

NOTE: On the back of the answer sheet, place the no. or nos. of the problem(s) dealt with (with advice given--those marked 1.) Briefly state the advice given and indicate with the letters G, B, or O whether the advice is directed primarily toward Girls (1), Boys (2), or Both (3).

A MAJOR CHALLENGE TO HOME ECONOMICS EDUCATION

"An increasing number of women are assuming two roles: the role of homemaking and family rearing, and the role of wage earning for at least part of life. Home Economics has a contribution to education for each of these roles."¹

For many years, we in Home Economics Education have given most of our time and attention to preparation for the first of the two roles--that of homemaker. In 1964, our concern for preparing young women for homemaking has not diminished! But, we are now responding to a new challenge--that of preparing girls for the wage-earning role as well as for homemaking.

Evidence of desire to meet this challenge may be seen in the workshops on education for employment in home economics being held in summer school sessions across the country; in conference themes; and in a developing literature in the field. As a contribution to the last, all issues of the Illinois Teacher for 1964-65 will be on "employment education in home economics."

The first issue will feature articles by Miss Catherine Dennis, North Carolina State Supervisor of Home Economics Education and Professor Ray Karnes, Chairman, Department of Vocational-Technical Education, College of Education, University of Illinois. It will also carry an annotated bibliography on education for employment in home economics, prepared by Mrs. Ruth Whitmarsh, Assistant in Home Economics Education, University of Illinois.

Other issues will include articles on exploratory educational programs for wage earning in home economics in Illinois and other states; education for wage earning at post high school levels; and teacher preparation for the employment emphasis in home economics.

Following is a short article anticipating next year's series. Mrs. Ruth Whitmarsh reports her study of the viewpoints of city supervisors of home economics education concerning the employment emphasis in home economics and some of her findings regarding activities in this area in city programs.

¹Van Horn, Rua, "Home Economics Education for Wage Earners," American Vocational Journal, April, 1964.

OPINIONS OF CITY HOME ECONOMICS SUPERVISORS ON THE EMPLOYMENT EMPHASIS
IN HOME ECONOMICS EDUCATION AT THE SECONDARY LEVEL

Ruth Whitmarsh, Assistant
Home Economics Education
College of Education
University of Illinois
Urbana, Illinois

Home economics education has become increasingly concerned in the past year with the problem of responsibility to education for employment. This study is an outgrowth of this concern by the home economics education staff at the University of Illinois. Recent issues of the Illinois Teacher of Home Economics¹ and a recent article in the Journal of Home Economics² have explored possibilities in the area of pre-employment education in the secondary home economics curriculum. Due to increased interest in this subject, all issues of the Illinois Teacher of Home Economics for 1964-65 will stress the employment emphasis--possibilities, problems, and issues.

Although the question of an employment emphasis is a controversial issue in home economics education, it is not an entirely new idea. In 1944, Brown and Arneson³ listed many home economics related jobs requiring less than a college degree and recommended that adjustments be made in the secondary home economics curriculum to offer preparation for employment, and that junior colleges and special trade schools offer terminal courses for those who cannot complete senior college. Also, Spafford,⁴ in 1940, included in her text several possibilities for including an employment emphasis in home economics programs. She wrote, "An examination of curriculum materials of vocational programs shows little attention being given to employment aspects, either guidance into

¹Mae Josephine Miller and Helen J. Evans, "Pre-Employment Education by Home Economics Teachers," Illinois Teacher of Home Economics, University of Illinois, 5:7, 1962. pp. 1-47.

Mae Josephine Miller and Helen J. Evans, "Pre-Employment Education by Home Economics Teachers," Illinois Teacher of Home Economics, University of Illinois, 5:9, 1962. pp. 1-47.

²Elizabeth Simpson, "Selected Issues and Problems in Secondary Education--How They are Being Met," Journal of Home Economics, 55:1, 1963. pp. 9-15.

³Clara Maude Brown, and Ruth V. Arneson, Employment Opportunities for Women with Limited Home Economics Training, Burgess Publishing Co., Minneapolis, Minn., 1944. pp. 1-44.

⁴Ivöl Spafford, Fundamentals in Teaching Home Economics, John Wiley and Sons, New York, 1942. p. 4.

or education for wage-earning vocations. The school may do several things along these lines without interfering with the achievement of its homemaking purposes."

The major bases for the development of an employment emphasis as a major trend in home economics education include the changing role of women in our society, the changing nature of pupil population, the high drop-out rate, and the changing employment picture. It seems apparent that women are and will continue to work in increasing numbers. Women now constitute one-third of the labor force⁵ and the numbers of employed women have increased six-fold since 1900.⁶ Startling labor statistics reveal that today's woman will work outside the home a predicted average of 27 years if she marries and has children, 31 years if she marries and has no children, and 40 years if she never marries.⁷ Approximately 60 per cent of the 24½ million women in the labor force are married and over half of these have children under 18.⁸

Public schools, while formerly being dedicated to preparing youth for college, must now turn their attentions to the needs of the majority who are not college-bound. Programs for the slow learner, and work-study programs which will motivate possible drop-outs, and prepare them to take their places in society, are being added to the curriculum of many schools. Statistics reveal that unskilled jobs are rapidly decreasing, and skilled, semiskilled, and service occupations are increasing. Many of these service jobs are directly or indirectly related to home economics. In the light of these facts, it seems apparent to this writer that a realistic home economics program should include some preparation for employment and the recognition of the dual responsibilities which the young woman of today will be expected to assume.

These factors led to the investigation by Glenna Blunier, in 1962-63, of opinions of state supervisors of home economics education concerning the inclusion of an employment emphasis in the secondary home economics curriculum.⁹ The present study is a follow-up investigation of opinions of city supervisors concerning the same subject.

⁵United States Department of Labor, Women's Bureau, American Women, U.S. Government Printing Office, Washington, D.C., 1963. p. 27.

⁶Frank Johnson, Working Women and Their Significance as a Market Sector: A Pilot Study, thesis, University of Illinois, Urbana, Illinois, p. 5.

⁷California State Department of Education, Bureau of Homemaking Education, Technical and Semiprofessional Jobs for Women, Progress Report, Sacramento, 1962. p. 7.

⁸Frank Johnson, op. cit., p. 2.

⁹Glenna Blunier, "Opinions of Home Economics Supervisors on the Wage-Earning Emphasis in Home Economics Education at the Secondary Level," Conference Proceedings, A New Look at the Vocational Purposes of Home Economics Education, Fall, 1963.

Purpose of the Study

A major purpose of this study was to discover what activities are being carried out in various cities concerning education for employment in home economics education. Other purposes were to determine the prevailing interest and attitudes of city supervisors toward including an employment emphasis in the secondary home economics curriculum and to determine supervisors' perceptions of how the emphasis could be developed.

Procedure

The study involved a survey of the opinions of city supervisors and, in a few cases, heads of departments, in large cities of the 50 states.

Respondents

Opinions of supervisors in large cities were sought as it was felt that urban and industrial areas could offer more appropriate work experiences and thus might be more active in developing employment programs in home economics and have a more positive attitude than those in rural areas.

In order to secure data, questionnaires were sent to city supervisors in all cities in the United States over 100,000 in population. Twelve states had no city of this size. In order to have a more representative sampling, a questionnaire was sent to the largest city, or a representative city, in each of these states. A cover letter introduced the questionnaire and explained its purposes. Names and addresses of some city supervisors were not available. In such cases, another letter was sent to the school superintendent introducing the project and requesting him to forward the cover letter and questionnaire to the supervisor of home economics. An addressed and stamped envelope was enclosed to encourage a prompt return.

A total of 145 questionnaires were sent.

Method of Collecting Data

Data were collected by means of a questionnaire developed by the investigator and based on the kinds of questions used by Glenna Blunier in the 1962-63 study of state supervisors' opinions. City supervisors were asked to indicate their opinions as to whether they agreed, disagreed, or were undecided on seven statements concerning the employment emphasis in secondary home economics education. Responses were made by checking appropriate columns. Another part of the questionnaire asked respondents to check the way or ways each felt the emphasis should be developed. Two open-end items were included to gain information concerning recent activities in that city, if any, and of materials related to the employment emphasis in home economics education.

The first draft of the questionnaire was submitted to a panel of six consultants: four in home economics education, one in general home economics, and one in educational psychology. Their suggestions were incorporated in a revision of the questionnaire.

Findings

Of the 145 city supervisors contacted, 71% returned completed questionnaires. Several questionnaires were returned not completed because there was no supervisor in that system. The involved communications of reaching supervisors through superintendents when the name and address was not known may have been a deterrent to receiving a larger proportion of completed questionnaires.

An item-by-item compilation of data by per cent is shown in the copy of the questionnaire at the end of this paper.

Over 79% of respondents agree that education for employment is an emerging area of emphasis in home economics education at the secondary level. This indicates a somewhat more favorable attitude than that of the state supervisors in the 1962 study which reported less than 73% of respondents agreeing. There may be several reasons for this difference. A year elapsed between the two studies during which time more material became available and more interest was generated at state and national levels. The Education Act of 1963, providing funds for employment education in home economics related jobs, was being considered during this time. Another reason for this difference might be that need for employment education is more striking in cities with mounting problems of unemployment and poverty.

Also, a larger per cent feel that education for employment will not interfere with the purpose of education for homemaking. Indecision is indicated by 18% of respondents, while 7% feel that employment education will interfere with education for homemaking.

Response to item 3 indicates that 81% of the respondents believe that preparation for employment does have a role in the secondary home economics program. The per cent of responses to this statement is very similar to that of the 1962 study of state supervisors' opinions.

Items 4 and 5 were included to ascertain the purposes which the respondents saw as the rationale for the inclusion of an employment emphasis in the secondary home economics curriculum. On item 4, 80% of respondents felt that the emphasis would motivate the slow learner and potential drop-out. However, some indecision was voiced. For item 5, 85% saw the employment emphasis as a new dimension since a large number of girls will combine homemaking and employment, and less indecision was voiced on this item. Opinions on both items 4 and 5 are more positive in this study than in the 1962 survey.

However, a striking difference may be noted in the per cent of responses to item 6 as compared to a similar item in the 1962 study.

The results of this item indicate a growing interest concerning the employment emphasis in home economics education. Respondents are almost unanimous in their desire for further exploration of the employment emphasis.

In order to determine how city supervisors felt that the emphasis should be developed, a check list of three proposals was presented plus an additional "catch-all" statement. Respondents were asked to check any statements with which they agreed. The statements were as follows: A cooperative work-experience-study program; a "built in" emphasis by making applications of basic facts, principles, and generalizations to employment situations as well as to homemaking; and an "orientation to work" unit in which students are introduced to possibilities for home economics related occupations and can learn the traits and skills that make for greater employability; and the "catch-all" statement that the type of program will depend on the local situation it is to serve.

The first three proposals received equal responses, while the final statement was checked by a majority of the respondents. The large number of responses for this last item could indicate some indecision on the part of respondents as to the best method of incorporating the employment emphasis into the curriculum, or it could be assumed that no one type of program will actually meet the needs of all situations. The 1962 study involved a different method of establishing opinions concerning how the emphasis could be developed so that it is difficult to make a direct comparison between the two studies on this item. In the earlier study state supervisors voiced considerable indecision on this issue. The cooperative work-experience-study program was selected in the earlier study as a possibility only half as often as the other two methods, whereas all three possibilities are chosen equally in the recent study of city supervisors.

Respondents from fifty-four per cent of all states reported some activity regarding the issue of education for employment as compared to forty-nine per cent of states in the 1962 study. It should be remembered that respondents, in this case, are city supervisors and respondents in the 1962 study were state vocational supervisors. Twenty-three per cent of respondents reported programs in the secondary home economics curriculum which prepare students for employment. Another nineteen per cent reported such programs in the planning and exploratory stages.

Several respondents felt that education for employment in home economics related jobs should come at the post-high school level, preferably in area community colleges and technical schools. Other respondents felt that training through home economics at the secondary level would be in special, vocational, or occupational schools because most high schools are academically inclined and not comprehensive enough to include such a program.

Opinions on each aspect of the questionnaire were divided. One supervisor duplicated the questionnaire and asked each teacher in her city to reply. A summary of these opinions is so divided that no consensus can be reached concerning opinions of the teachers in this city.

A few comments indicated that some teachers who do not at present feel confident in areas of child development, family relationships, and management might be hesitant to move ahead into a new field. Others whose opinions concerning the employment emphasis were negative, reasoned that it would weaken the preparation for homemaking aspect of the program.

Several respondents mentioned encouragement by administrators as a factor in their decision to develop an employment emphasis in the secondary home economics program.

Another interesting aspect of some of the pre-employment programs is the amount of cooperation developing with other vocational areas. One program combined business education and home economics education in order to prepare students for employment. An unusual program, which utilized the combined efforts of all vocational teachers in the school, was entitled "Diversified Cooperative Training Program."

The final question asked respondents to list any materials related to the employment emphasis with which they were familiar. Some references obtained from this questionnaire are included in "Bibliography on the Employment Emphasis in Home Economics Education" to be printed in the Illinois Teacher of Home Economics.

Conclusion

The findings of this study indicate an increasing interest and concern on the part of supervisors throughout the nation for the employment emphasis in the secondary home economics curriculum. In order to prepare secondary teachers to meet this challenge, workshops are being planned on the campuses of several colleges and universities for the summer of 1964. The Vocational Education Act of 1963 will help finance training at the secondary level in home economics related jobs. With funds becoming available and the implications of President Johnson's recently declared "war on poverty," we will have to agree that the employment emphasis has become a definite "trend" in home economics education.

QUESTIONNAIRE ON THE EMPLOYMENT EMPHASIS IN HOME
ECONOMICS EDUCATION IN THE SECONDARY LEVEL

Please mark your reactions to the following statements in the appropriate column.

	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>No Response</u>
1. Education for employment is an emerging area of emphasis in home economics at the secondary level.	79*	11	9	0
2. Education for employment in the secondary home economics curriculum will interfere with education for homemaking.	7	18	74	1
3. Preparation for employment has no place in the secondary home economics curriculum.	2	16	8	1
4. Emphasis on preparation for employment in secondary home economics would be especially helpful for motivating the slow learner and potential dropout.	80	16	2	2
5. Education for employment can add a new dimension to home economics in the secondary school since a large proportion of girls will combine employment and homemaking.	85	10	3	2
6. Interest in my geographic area concerning the employment emphasis in home economics education is growing.	69	19	9	3
7. I am interested in exploring the possibilities for education for employment in home economics programs at the secondary level.	96	1	2	1

*Per cent of total responses are reported in each column for each item

Please check in the appropriate box any of the following statements with which you agree.

- ☒ 38% a. as a cooperative work-experience-study program with contributions from all vocational areas such as home economics, trade and industrial education, and business education.
- ☒ 38% b. by making applications of basic facts, principles, and generalizations to employment situations as well as to homemaking.
- ☒ 38% c. as an "orientation to work" unit where students are introduced to possibilities for home economics related occupations and can learn the traits and skills that make for greater employability.

- 80% d. All three of the above are applicable in certain situations;
the type of program developed will depend on the local
situation it is to serve.

Recent activities in my metropolitan area related to education for
employment in the secondary home economics curriculum include _____

Have you recently found materials which are related to education for
employment in the secondary home economics curriculum. (Please list
and give source) _____

Thank you! I will be appreciative if you will return this as soon as
possible. Return to: Ruth Whitmarsh, c/o Dr. Elizabeth Simpson, Office
of Home Economics Education, 334 Gregory Hall, University of Illinois,
Urbana, Illinois.

Thank you subscribers for your numerous letters and cards about your interest in and use of the Illinois Teacher. Our thanks, also, for your patience when your issues do not arrive as promptly as you would like for them to. Since most of you are teachers, you are well aware of the responsibilities that go with a teaching program, which may result in a delayed issue.

Our 1964-65 issues will be concerned with the employment emphasis in Home Economics Education--possibilities, problems, and issues. We invite you now to send in your \$3.00 check, made payable to the University of Illinois, for your renewal or a new subscription. For your convenience, we are enclosing a self-addressed envelope to our new office. If you have already renewed, please disregard this reminder.

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